

**| OFFICE OF HEALTH EQUITY
CALIFORNIA REDUCING DISPARITIES PROJECT |**

Awarded By

THE CALIFORNIA DEPARTMENT OF PUBLIC HEALTH, hereinafter “Department”

TO

[GENDER SPECTRUM CHARITABLE FUND], hereinafter “Grantee”

**Implementing the project, “LGBTQ Implementation Pilot Project,” hereinafter
“Project”**

GRANT AGREEMENT NUMBER 16-10528

The Department awards this Grant and the Grantee accepts and agrees to use the Grant funds as follows:

AUTHORITY: The Department has authority to grant funds for the Project under Welfare and Institutions Code 5890, 5897 (e), 5814 (g).

PURPOSE: The Department shall provide a grant to and for the benefit of the Grantee; the purpose of the Grant is to:

The Grantee agrees to operate an Implementation Pilot Project to provide community defined evidence based practices that show promise in preventing/reducing the severity of mental illness in California’s Lesbian/Gay/Bisexual/Transgender/Queer population, as specified in Exhibit A, Grant Application, which is hereby incorporated to serve as the Project.

GRANT AMOUNT: The maximum amount payable under this Grant shall not exceed One Million, One Hundred Forty Thousand dollars (\$1,140,000).

TERM OF GRANT: The term of the Grant shall begin on 2/1/17 or upon approval of this grant, and terminates on 4/30/22. No funds may be requested or invoiced for work performed or costs incurred after 4/30/22.

PROJECT REPRESENTATIVES. The Project Representatives during the term of this Grant will be:

California Department of Public Health	Grantee: Gender Spectrum Charitable Fund
Name: Cullen Fowler-Riggs, Grant Manager	Name: Lisa Kenney, Executive Director
Address: P.O. Box 997377, MS 0022	Address: 1271 Washington Ave. #834
City, ZIP: Sacramento, CA 95899-7377	City, ZIP: San Leandro, CA 94577
Phone: 916-445-5634	Phone: 617-686-4893
Fax: 916- 552-9861	Fax: N/A
E-mail: Cullen.Fowler-riggs@cdph.ca.gov	E-mail: lkenney@genderspectrum.org

Direct all inquiries to:

California Department of Public Health, Office of Health Equity	Grantee: Gender Spectrum Charitable Fund
Attention: Cullen Fowler-Riggs	Attention: Kim Westheimer, Director of Strategic Initiatives
Address: 1616 Capitol Ave., MS 0022	Address: 1271 Washington Ave. #834
City, Zip: Sacramento, CA 95814	City, Zip: San Leandro, CA 94577
Phone: 916-445-5634	Phone: 617-686-4893
Fax: 916- 552-9861	Fax: N/A
E-mail: Cullen.Fowler-riggs@cdph.ca.gov	E-mail: kwestheimer@genderspectrum.org

Either party may change its Project Representative upon written notice to the other party.

STANDARD PROVISIONS. The following exhibits are attached and made a part of this Grant by this reference:

Exhibit A GRANT APPLICATION (The Grant Application provides the description of the project and associated cost)

Exhibit A, ATTACHMENT 1 - GRANTEE'S WRITTEN MODIFICATIONS TO THE GRANT APPLICATION AS A REQUIRED CONDITION OF THE GRANT AWARD, this document shall supersede the Grant Application in addition the approved budget shall supersede the proposed budget in the Grant Application. (if applicable)

Exhibit B BUDGET DETAIL AND PAYMENT PROVISIONS

Exhibit C STANDARD GRANT CONDITIONS

Exhibit D CALL FOR APPLICATIONS
Including all the requirements and attachments contained therein

Exhibit E ADDITIONAL PROVISIONS

GRANTEE REPRESENTATIONS: The Grantee(s) accept all terms, provisions, and conditions of this grant, including those stated in the Exhibits incorporated by reference above. The Grantee(s) shall fulfill all assurances and commitments made in the application, declarations, other accompanying documents, and written communications (e.g., e-mail, correspondence) filed in support of the request for grant funding. The Grantee(s) shall comply with and require its contractors and subcontractors to comply with all applicable laws, policies, and regulations.

IN WITNESS THEREOF, the parties have executed this Grant on the dates set forth below.

Executed By:

Date:


2/27/2017



Lisa Kenney, Executive Director
Gender Spectrum Charitable Fund
1271 Washington Ave. #834
San Leandro, CA 94577

Date:

3/7/17



Jeff Mapes, Chief
Contracts Management Unit
California Department of Public Health
1616 Capitol Avenue, Suite 74.262
P.O. Box 997377, MS 1800- 1804
Sacramento, CA 95899-7377



Exhibit A
Grant Application

Grant #16-10528

15-10649: LGBTQ Implementation Pilot Projects | Gender Spectrum

November 19, 2015

Renee Wright
P.O. Box 997377, MS 0022
Sacramento, CA 95814

Dear Ms. Wright:

Gender Spectrum is pleased to submit an application for 15-10649, California Reducing Disparities Project (CRDP) Phase 2 Lesbian, Gay, Bisexual, Transgender and Queer Implementation Pilot Projects.

Gender Spectrum's mission is to help create gender sensitive and inclusive environments for all children and teens. In a simple, straightforward manner, we provide consultation, training and events designed to help families, educators, professionals, and organizations understand and address the concepts of gender identity and expression. Our accessible, practical approach is based on research and experience, enabling our clients to gain a deeper understanding of gender all along the spectrum. We present an overview of how society currently defines gender and how these restrictive definitions can be detrimental to those who do not fit neatly into these categories. We then help clients identify and remove the obstacles so all are free to be their authentic selves.

We commit to fulfilling the requirements of this grant, as detailed by the content of this application, using the personnel specified. We certify that the information contained in the application is true and correct.

If you have any questions, please contact Kim Westheimer, Director of Strategic Initiatives, Gender Spectrum, 1271 Washington Ave. #834, San Leandro, CA 94577; kwestheimer@genderspectrum.org; (617) 686-4893.

We look forward to hearing from you.

Sincerely,

A handwritten signature in cursive script that reads "Lisa Kenney".

Lisa Kenney
Executive Director

ATTACHMENT 1: REQUIRED DOCUMENTS CHECKLIST

Please ensure that each of the following required documents are included and check each box and sign the document to confirm its inclusion.

- Cover Letter
- Narrative
- Attachment 1: Required Documents Checklist
- Attachment 2: Application Cover Page
- Attachment 3: Financial Certification
- Attachment 4: Workplan
- Attachment 5: Budget
- Attachment 6: Letters of Support
- Attachment 7: Business Information Sheet
- Attachment 8: Non-Supplantation Certification Form
- Attachment 9: Evaluation Plan

Lisa Kenney

15-10649: LGBTQ Implementation Pilot Projects | Gender Spectrum

ATTACHMENT 2: APPLICATION COVER PAGE

A. Organization Name		B. Primary Contact	
Gender Spectrum		Kim Westheimer	
C. Address		D. Phone Number	
1271 Washington Ave. #834		617-686-4893	
E. City, State Zip		F. Email	
San Leandro, CA 94577		kwestheimer@genderspectrum.org	
G. Brief Description of Project (250 words max)			
Please see description below.			
H. Target Population (Select only one)		I. Geographic Target <small>(Include counties and any specific cities or neighborhoods targeted)</small>	
<input type="checkbox"/> African American	<input type="checkbox"/> Asian-Pacific Islander	<input type="checkbox"/> Latino	<input checked="" type="checkbox"/> LGBTQ
		<input type="checkbox"/> Native American	California
J. Organization Operating Budget		K. Organization Type	
2013	2014	<input checked="" type="checkbox"/> 501 (c)3 Non-Profit	<input type="checkbox"/> Government (Including Tribal)
\$575,000	\$650,000	Note: only 501(c)3 Non-Profit and Local/Academic Government organizations are eligible to apply	

To address the mental health needs of transgender and gender expansive youth, Gender Spectrum will provide and evaluate comprehensive services to transform schools from what are often experienced as hostile settings into inclusive centers of wellness that celebrate gender diversity. Change will come about through training, consultation and coaching for educators, school counselors, administrators, and mental health practitioners who work with schools, resulting in their use of best practices to educate and engage students, parents/caregivers, and educators. Our prevention and early Intervention strategies are based on a ten-year history of community collaboration and are supported by research indicating that our full-school approach will increase the numbers of students who will access support and mental health services. Furthermore, as a result of our work, students who fall all along the gender spectrum will see their experience recognized and affirmed in their school resulting in a diminishment of mental health problems associated with bullying and isolation – such as anxiety, depression, and suicidal ideation. The mixed method evaluation plan in this proposal, along with our community advisory committee, will ensure that the evaluation and our interventions are culturally and linguistically responsive. We are committed to working in diverse rural, suburban, and urban communities.

NARRATIVE

1. PROGRAM

What community mental health need or opportunity/need/recommendation from the LGBTQ Population or Statewide Strategic Plan is addressed by your program? (10 points)

To address the mental health needs of transgender and gender expansive (TG and GE¹) youth, Gender Spectrum will provide comprehensive services to transform schools into settings where TG and GE students are recognized and welcomed. This change will come about through training, consultation and coaching for educators, school counselors, administrators, and mental health practitioners who work with schools, to use best practices to educate and engage colleagues, students and parents/caregivers. Our approach has been developed and refined based on research in the field, feedback from school communities, including parents/caregivers, youth, administrators, and educators, and pre and post-surveys administered to workshop participants.

CRDP Rationale for Prevention and Early Intervention: The CRDP strongly supports the value of prevention and early intervention as a needed strategy to reduce mental illness in targeted populations, recognizing that *“there is evidence that for some risk factors for mental illness (e.g. bullying) and for many communities the most effective ways to promote access and outcomes for individuals with risk and/or presence of mental illness is to create relationships with and among a broader community.”* This assertion from the CRDP is at the heart of our approach. By influencing schools, the institution where – outside of the family – most young people spend the majority of their time, we have designed services to prevent and interrupt negative outcomes associated with hostile, unwelcoming environments, including: school failure or dropout, suicidal ideation, depression and anxiety, internalized stigma and substance abuse.

When we equip educators and other key adults in students’ lives to create gender inclusive spaces – acknowledging and celebrating a spectrum of gender diversity of all students – then, based on current research referenced below (and supported by our work with TG and GE youth and the schools they attend) we can rationally expect two results:

- Students who are struggling with their gender identity and/or expression will be more inclined to approach adults in school for support and more students will access needed mental health services and other resources which will lead to more gender-affirming experiences in this key area of their lives and beyond.
- As students who fall all along the gender spectrum see their experience recognized by their school, they will feel more affirmed and mental health problems associated with bullying and isolation – such as anxiety, depression, and suicidal ideation – will be reduced.

¹ Throughout the document we will refer to transgender and gender expansive youth as TG and GE youth. We use the term *gender expansive* to refer to individuals who expand gender expression and identity beyond what is perceived as the expected gender norms. Gender expansive is an umbrella term that includes students who identify in many ways including genderqueer, agender, bigender, nonbinary to name a few. (Some people identify as both transgender and gender expansive and some do not.)

These recommendations from the LGBTQ CRDP Report are integral to our plan of action:

- Interventions targeted to specific populations, such as transgender youth
- Training of service providers who work with those specific populations
- Implementation of evidence-based, evaluated interventions that specifically address physical, emotional and social bullying

Summary of how our approach will meet the 3 broad goals of the CRDP, (fully addressed in sections b and c below as well as the work plan.)

1. Elevate Schools as Centers for Wellness in the Community: Our approach rests on the premise that in order to best serve TG and GE youth in schools, we must transform the whole school into a place of inclusion and wellness, where all stakeholders are educated to move toward gender inclusion instead of gender exclusion. (See risk factor data below)
2. Increase Access to Mental Health Services for Unserved, Underserved, and Inappropriately Served Populations.: TG and GE youth, especially those who are youth of color, are among the most underserved populations among the LGBTQ community. Our whole school approach trains school-based mental health counselors as well as providers from mental health agencies that work in partnership with schools. This equips them to provide more culturally responsive, gender inclusive, services to TG and GE youth and their families.
3. Build on Community Strengths to Increase Capacity of and Empower Unserved, Underserved, and Inappropriately Served Communities: Our theory of practice is based on years of working collaboratively with families and TG and GE youth as well as our staff's extensive experience in K-12 education. We help parents and youth increase their ability to advocate for themselves and others - through our Youth Advisory Council, publications, family support groups, Annual Conference and the Gender Spectrum Lounge - our online community that provides support, education and community for teens, parents and professionals.

In an ever-evolving landscape of understanding about gender, the dialogues that occur in those spaces deeply influence the scope and focus of our work. We also provide families with tools they need to make informed decisions that are right for their particular situation, such as our Gender Support and Gender Transition Plans which ask critical questions that youth and caregivers need to plan next steps. We know that there is no single cookie cutter approach and we are sensitive to differing cultural and community norms, strengths and constraints. When we work with school communities, we meet them where they are and build on existing strengths – including LGBTQ people within those communities. We encourage individual schools/districts to support community stakeholder involvement and engagement.

What risk factors are addressed and how are they addressed?

Risk Factors: Research shows that transgender youth face disproportionate mental health risks compared to cisgender youth, including those who are GLB (Toomey et al, 2010). TG and GE youth face the usual life pressures of adolescence as well as additional stressors such as peer victimization and other hostile environments. Transphobia can lead to psychological distress and mental health issues, resulting in lower self-esteem to overt self-hatred, guilt, depression, anxiety, substance abuse, and suicidal ideation. (Collier et al, 2013, Reisner et al 2015)

Peer victimization and its associated impact is prevalent in CA schools. San Francisco's middle school Youth Risk Behavior Survey (2014) found that over half of transgender students were bullied and 40% skipped school due to feeling unsafe. The California Healthy Kids Survey (2014) reported Transgender youth are 10x more likely to have been threatened with harm than their peers and 41.5% of transgender youth have seriously considered attempting suicide. Hostile environments are associated with mental health challenges, including self-harm (GLSEN 2011). Even without exposure to overt rejection, discrimination, or violence, individuals who do not see people like themselves represented in their community or society may develop a sense of not belonging, leading to long-term negative effects. (Hendricks & Testa, 2013)

Addressing Risk Factors We deliver training, coaching, and consultation to schools and communities in order to transform unhealthy environments for TG and GE students (and for all students) into gender inclusive environments. Our work provides educators, administrators, parents, students, and mental health professionals with tools to build their capacity to be change agents long after our trainings and consultations have ended. These tools are tailored to meet the specific needs of the community, in a manner that is culturally responsive. Specifically, this work takes place by focusing on four strategies for change:

1. **Personal entry points:** focus on educators' and mental health providers' own understandings of gender. Work in this area involves reflection about how each person's experiences and beliefs about gender impact the work they do with students. This entry point is a foundation of learning upon which participants build their gender inclusive practices with children, youth and the adults who support them.
2. **Structural entry points** create a foundation demonstrating to the entire school community the school or district acknowledges and honors gender diversity and is committed to including TG and GE students. Examples of structural entry points include: Implementing policies/administrative regulations emphasizing gender as an area of diversity protected and supported by the school; providing staff training to build staff capacity to honor and support the gender diversity of all student; establishing clear anti-bullying and non-discrimination policies that include gender expression and gender identity as protected categories; engaging families/caregivers as leaders and learners in efforts to create gender inclusive environments; modifying student information systems to ensure appropriate specification of students' gender markers, names, and pronouns; and specifying restroom/facilities that provide inclusive options for TG and GE students
3. **Interpersonal entry points** are ways in which individual interactions and communications are used to reinforce a school's commitment to gender inclusion. They require members of the school community to understand the complexity of gender and incorporate language that includes all students. Gender inclusive communication is critical whether in counseling sessions, classrooms, hallways, or sporting events. It allows mental health professionals to ask appropriate questions, and avoid making assumptions about a students' gender. It allows classroom teachers to use inclusive language - not dividing a class into boys and girls, not labeling activities or subjects as being exclusively for boys or girls, and providing examples of TG and GE people as a matter of course.

4. **Instructional entry points** are specific ways in which classroom instruction is used to instill greater awareness and understanding about gender. These approaches are the most direct way to impact students. When supported by a school system's hierarchy, instructional approaches represent a powerful commitment to greater gender inclusion.

What are the consequences of failing to meet these needs?

It is incumbent upon us to meet these needs. To accept the status quo is to say to TG and GE students that they are not valued members of our schools and communities. More specifically, if we do not meet these needs we will fail to stem preventable suffering related to serious – sometimes fatal – mental illness amid hostile, unwelcoming climates. Many indicators (described below) make us confident that our approach is successful in school communities and for TG and GE students. It is imperative that we turn what we know into a research-based program that can be magnified beyond the scope of our small organization.

What outcomes do you expect as a result of the work proposed? These outcomes must include mental health outcomes for individuals at increased risk of mental illness or with recent onset of mental illness. (10 points)

Projected outcomes are based on the framework above. We expect that as a direct result of our work we will see measurable changes in each of these areas:

Personal: Participants will have a greater understanding of: key language and concepts about gender and youth; reasons why gender inclusive work in schools is important; a framework to take concrete actions to create gender inclusive schools. (Knowledge, Beliefs, Attitudes)

Structural: The school will be inclusive of TG and GE students in policies, forms, access to rest rooms/sports, visual images in schools

Interpersonal: School personnel will increase their ability to proactively discuss gender, and respond to verbal and physical harassment related to gender. School counselors will increase their ability to provide support and resources to TG and GE students and their caregivers

Instructional: School personnel will use lesson plans that educate students about gender, inclusion, and intersectionality, as well as integrate gender-related content into teaching units and other activities

Existing research and our experience to date indicates that as a result of the above outcomes:

- TG and GE young people will feel more connected to their school leading to a decreased risk of mental illness
- Cisgender young people will have a greater understanding of gender (knowledge, beliefs and attitudes) leading them to be more comfortable with their own gender expression and more likely to embrace TG and GE students
- Parents/caregivers of TG/GE youth will be supported to understand their key role in their children's health and well-being and to knowledgeably advocate on behalf of their children, affirmed in the importance for doing so by the school
- Community members and other parents/caregivers will have a greater understanding of gender (knowledge, beliefs and attitudes) leading them to be more comfortable with their own gender expression and more likely to embrace TG and GE students themselves as well as support their own children to do so as well.

What elements are included in the program? Summary of work proposed under this RFP

Gender Spectrum will provide comprehensive services to transform schools into settings where TG and GE students thrive. These services are designed to build the capacity of teachers, school counselors, administrators, and mental health practitioners who work with schools to educate and engage students, parents/caregivers and community about gender diversity. Over the past seven years, our approach has continuously evolved based on research in the field and feedback from school communities, including parents/caregivers, youth, administrators, educators, and mental health professionals. The result has been the development of best practices for the creation of truly gender inclusive schools. Our work with schools utilizes three approaches for building the capacity of educators to create and maintain these supportive climates: Training, Coaching, and Consultation.

Training: Provides key concepts and information to, and addresses questions from, large groups of individuals. Our training curriculum includes four discrete topics:

Training 1: Dimensions of Gender

- Presents key terminology and concepts related to gender, including
- Provides perspectives from youth/caregivers about gender
- Introduces participants to Gender Inclusive Schools Framework
- Provides basic tools and resources for working with staff, students, community, and to support TG and GE students

Training 2: From Perspective to Practice- Creating Gender Inclusive Schools

- Builds on understanding of basic concepts of gender and applies them to teacher and institutional practices
- Includes lesson plans, student activities, handouts and other tools for working with students, parents, and colleagues
- Provides concrete strategies to create gender inclusive classrooms, respond to community questions, support TG and GE Students, and respond to commonly asked questions

Training 3: From Practice to Systems- Sustaining a Gender Inclusive School

- Assess institution's overall level of gender inclusiveness
- Develop plan to integrate gender inclusive practices into school's everyday operations
- Recommendations and best practices related to policies, forms, student records, website, and external communications
- Support to leverage gender inclusion work with other school diversity and inclusion efforts

Coaching: Builds the capacity of stakeholders to do gender-specific work with colleagues, community and students. Includes coaching educators to work with parents/caregivers, to use and integrate gender-based lesson plans and to support TG and GE youth. Customized to meet individual schools' needs, coaching includes ongoing support in the following areas: Community & Parent/Caregiver Education Coaching; Gender Lessons and Gender Inclusive Curriculum Integration Coaching; Creating a Gender Inclusive School: Strategic Planning Coaching; Supporting TG and GE Students Coaching

Consultation: Primarily focused, short-term support for school staff to solve specific problems/situations. Areas of support include:

- **Gender Inclusive Systems & Policies Consultation:** All Gender Restrooms and Facilities, Diversity and Inclusion Statements, Handbooks and Policies, Registration forms, Signage, Student Information Systems
- **Student Gender Support/Transition Consultation:** Creation of gender transition plans; school/student/family communications strategies; community education; student lessons

Tailored Intervention Frameworks/Programs

Gender Spectrum works with school communities to deliver the above interventions in one of these *three frameworks*, tailored to meet the needs of schools and districts:

1. **Foundations Programs: Gender Basics.** Includes Dimensions of Gender Training and training, coaching and/or consulting. Can also be specifically focused on framing and planning for the needs of individual transgender/gender expansive students.
2. **Implementation Programs: From Perspective to Practice.** Includes *Dimensions of Gender Training* and *Perspectives to Practice* Trainings, along with customized coaching and consultation. Provides school or district with the capacity to engage parents and caregivers in programming and dialogue.
3. **Integration Programs: Long term Institutional Change** Includes all content of *Implementations Programs* and *From Perspective to Systems* training as well as coaching and consultation to implement a more comprehensive approach to systematically develop and maintain gender inclusive practices which are integrated into the school's overall design and programs. Services can include: reviewing and recommending changes to policies, forms, website, and external communications. Results in a deep and long-term commitment to gender diversity and inclusion.

Finally, in order to respond to the varying locations, settings and other aspects of individual institutions, we have two primary methods for delivering the above programs:

1. **Individual Schools/Small District Training:** This is our approach with schools and small districts that are ready to deliver core trainings to their staff. We provide trainings where all, or the vast majority of staff attend and provide follow up coaching and consultation accordingly. Post-training, participants have access to resources and support through the Gender Spectrum Lounge. We work with the schools to determine the mix of online resources and presentations and in-person trainings for these individual trainings. This is the method we have used in counties throughout the Bay Area.
2. **Regional Gender Support Team Trainings (Train the Trainer model):** Regional Gender Support Team Trainings are ideal to reach smaller districts (including supporting agencies/non-profits such as mental health orgs that work with students, hospitals, medical centers etc.) and large urban districts where the number of schools (15+) make it hard to reach a critical mass in the district through individual school trainings. Instead of training full staff, we conduct a 2-day Gender Support Team Training, targeting a minimum of 10 schools for each training. Each school/district sends a small team of people (3-6) to receive intensive training that equips them to be leaders in their school community. We provide follow-up consulting and coaching for these schools and the Gender Spectrum Lounge

provides support and resources. This is similar to training of trainer models that we have used in the past with much positive feedback in Madison, Wisconsin and several districts in the Bay Area.

Over the course of this grant we will deliver training and implement evaluation in²:

- Year 1: Individual/School District Implementation in 3 schools and 1 Regional Gender Support Team Training (Serves as Pilot for Evaluation Tools)
- Year 2: Individual/School District Implementations in 10 schools and 3 Regional Gender Support Team Trainings
- Year 3: Individual/School District Implementations in 15 schools and 6 Regional Gender Support Team Trainings
- Year 4: Individual/School District Implementations in 20 schools 8 Regional Gender Support Team Trainings
- Year 5: Individual/School District Implementations in 22 schools and 8 Regional Gender Support Team

Our goal is to increase the number of schools that use our framework to institute systemic change, as measured by the evaluation, and to evaluate and further refine our Gender Support Team Training model which we have identified as the best strategy to expand the number of institutions and students our work impacts.

Priority will be given to delivering our program to a diverse group of schools including urban, suburban, and rural. We will work with schools to deliver our training to educators, mental health professionals, administrators, and parents/caregivers. Trainings also will be offered to supporting staff from organizations that work with a school, such as mental health organizations, as well as non-teaching staff such as bus-drivers, campus supervisors, clerical staff, cafeteria workers, coaches and after-school program providers.

We are committed to evaluating our work in diverse settings. At least 50% of the schools that we deliver our services to will be in districts where over 50% of students are youth of color or English Language Learners, and at least 20% of the schools involved in the pilot will be rural.

What setting are the program elements delivered? We work with schools and districts to develop the optimal settings, structure and timeline for delivery of training, consultation, and coaching. We use a mix of in-person training and phone and on-line communication and training to provide the program elements described below.

When and for how long are the program elements delivered? The length of the training depends on which elements (as described above) a school chooses to implement. The most basic intervention includes assessing an online intake, planning and proposing interventions, conducting training(s), and following-up with appropriate coaching and/or consultation. Other

² We will do additional trainings during this time outside of the purview of this grant. These include: Follow-up trainings in schools we have worked with previously, but do not lend themselves to the evaluation, trainings in independent and parochial schools, trainings outside of California, and other trainings that do not fit the scope of this grant due to demographics or scale.

schools commit to a multi-year systemic intervention. When a school is in crisis – perhaps due to a response to a transgender child coming out to the school community – we may work with a school to deliver multiple program elements over the course of a month or less. When schools engage us with a more proactive desire to become gender inclusive, program elements may be delivered over the course of two to three years, with up to 25 hours of training, coaching, and consulting. The Regional Trainings will be two-days each, and individual institutions participating in them will be supported according to their unique needs and contexts.

Key qualifications to deliver program in a culturally and linguistically competent manner?

Joel Baum, MS, Senior Director of Professional Development and Family Services, will provide the majority of direct services under this grant. He is responsible for all programmatic aspects at Gender Spectrum including training, curriculum development professional coaching and consulting with parents and educators. He is a founding member and Director of Education and Advocacy with the Child and Adolescent Gender Center at UCSF-Benioff Children's Hospital. As a teacher, school principal and district administrator, for 30 years, Joel's work as an educator focused on social justice and equity. He was an award-winning middle school science teacher and a district administrator in Oakland, California. He worked as a school reform coach with the National Equity Project, focusing on the creation of small schools in West Oakland and Fruitvale-both primarily with students of color. He helped start an international school for immigrant students and worked in two-way bilingual schools (Spanish and Mandarin). Joel also spent 14 years as a professor at California State University, East Bay in the Department of Educational Leadership.

Other staff who will deliver services under this grant include:

Kim Westheimer, MA, is the Director of Strategic Initiatives for Gender Spectrum. Her career in non-profits and state government has focused broadly on the power of students, parents, and educators working together to create inclusive spaces for LGBTQ students. Prior to being at Gender Spectrum, she directed the launching of Welcoming Schools at the Human Rights Campaign Foundation. Welcoming Schools is a program that takes an LGBTQ inclusive approach to equity, school climate and social and emotional learning. It is notable for being a program within a large LGBTQ organization that broadly addresses equity with an intersectional lens, including race, socioeconomic status and religion. She is the coauthor of *When the Drama Club is Not Enough*, which details the beginnings of the Safe Schools Program for LGBTQ students at the Massachusetts Department of Education. This book and her work recognize that the multidimensional identities of students must be recognized and respected in order to create truly inclusive schools. She is the lead author on a chapter in, *The challenge of youth suicide and bullying (Goldblum, Espelage, Bongar (Eds) 2014* which details the evaluation of an LGBTQ inclusive elementary school program in 3 culturally diverse urban public school districts.

Adam R. Chang, Community Outreach Coordinator, is a Hawai'i licensed attorney and has presented on the subject of critical coalition theory, critiquing LGBT community organizing within contexts of race, gender, ethnicity, religion, immigration, and indigenous identities. He was Runner-up for the 2012 National LGBT Bar Association Student Leadership Award for his role in developing and coordinating an award winning high school Gay- Straight Alliance and

organizing Hawai'i's first LGBT and Muslim public panel. He is a youth advocate and directs national youth programming for Gender Spectrum, including the youth advisory committee, and manages the Gender Spectrum Lounge. His publication includes "A Non-Native Approach to Decolonizing Settler Colonialism within Hawai'i's LGBT Community."

In what ways does program impact the community mental health need identified? Reduce disparities for LBGTQ population overall? Targeted subpopulations? Effective? (10 points)

Substantial research supports our school/community change approach:

Distressed LGBTQ students are most likely to reach out to teachers: Many TG and GE youth lack external support from parents/caregivers and resources to seek gender inclusive support or mental health counseling. Although mental health support is often available to LGBTQ students, LGBTQ students are 25% more likely to speak with a teacher than with a mental health professional. (Kosciw et al 2010) It is imperative that teachers are equipped to respond in a culturally inclusive manner if a student reaches out to them. That is why ALL adults in a school must be prepared to support TG and GE students.

Hostile/unwelcoming gender climates are associated with negative mental health outcomes for students, especially and rural youth. According to a recent report about bullying and suicide among youth by the Center for Disease Control and Prevention (2015), negative outcomes of bullying may include: depression, anxiety, involvement in interpersonal violence or sexual violence, substance abuse, poor social functioning, and poor school performance, including lower grade point averages and poor attendance. While recognizing LGBTQ students' increased risks for bullying and suicide, and their consequent risks, TG and GE youth of color are cited as even more at risk for these outcomes (Singh 2013). This is one reason why our program will target schools that are more than 50% students of color. Youth who feel connected to their school are less likely to engage in suicide-related behaviors. Rural youth are also at increased risk of isolation: "Thwarted belongingness" is one of the biggest risk factors for suicide. (Rylan and Testa 2012). At least 20 percent of the schools we reach will be rural.

Gender inclusive staff development can improve school climates Gender inclusive staff development can improve school climates and remove barriers to change when addressing potentially controversial issues (Westheimer and Szalacha 2014). Programs designed to decrease bullying are less effective when they do not include education related to gender identity and sexual orientation (Espelage and Basile, 2011).

What existing evidence suggests program effectiveness? (10 points)

In the past year we implemented pre and post surveys to measure the impact of our school trainings. We have not had the resources to aggregate this data, but the initial findings from individual schools show positive results from these trainings. We have seen substantial changes in participants' report of their knowledge, intent to use gender inclusive practices, and recognition of the importance of becoming a gender inclusive school. This information sheds light on our trainings, but we are eager to do a more extensive evaluation that measures change over time that results from our trainings, coaching, and consultation. Below are examples of the results of pre and post surveys in three public school settings:

From Fresno Unified Public Schools training for 16 administrators from multiple schools:

In the pre-test 50% said they use gender inclusive language with students. In the post-test 100% said they intend to use gender inclusive language in the future.

- 100% said they would be more likely to advocate to make schools more gender inclusive.
- 89% said they are able to better support transgender students.

From a full faculty training at San Mateo Public High School (n=46)

- In the pre-test 39% said they use gender inclusive language with students. In the post-test 85% said they intend to use gender inclusive language in the future.
- 95% said the presentation was relevant to their work.
- 93% said that they would be more likely to advocate for gender inclusive spaces.

From a full faculty training at a public elementary school in San Jose (n=20)

- 85% said that they would be more gender inclusive in their work with students.
- 80% said that because of this training they'd be able to better support TG and GE youth.
- 85% said they would use gender inclusive practices after the training.

How does your program demonstrate cultural and linguistic competence? (10 points)

We have, and continue to work with culturally and linguistically diverse schools. We have done substantial work throughout the Bay Area and beyond. We have worked collaboratively with dual language learning schools to ensure that our materials are culturally responsive, including: Manzanita SEED (Oakland USD Dual Immersion K – 5 School); In 2014, we conducted both a *Dimensions of Gender* staff training along with a follow-up Q&A and *Perspectives to Practice* training six months later. Adelante Spanish Immersion School (Redwood City USD K – 8 School), where in 2015 we provided staff, parent, and student trainings using the Integration Framework. The Chinese American International School (Independent K – 8 School) where we used the Integration Framework with this school over the past 3 years. This has included staff trainings, parent trainings and student trainings, along with ongoing coaching and consultation. In addition to these, we have trained a human rights commission in Mexico and we have streamed workshop offerings from our annual conference in Spanish. The response to our work in all of these settings has been overwhelmingly positive, and most have invited us back for more than one presentation.

Specific ways that we insure cultural and linguistic responsiveness are:

1. Conducting an assessment with schools at the onset of our engagement to understand the school's cultural context and how to best meet the school's unique needs.
2. Providing materials in multiple languages.
3. Utilizing translators who have the skills to translate the complex language of gender into another language, such as Spanish or Mandarin.
4. Hosting a parent support group in Spanish, co-facilitated by Latino/a parents.
5. Incorporating an intersectional approach in our training that acknowledges the connections among multiple identities including race, religion, class, sexual orientation, and gender.

6. Having staff with experience and skills working in diverse settings, as well as a commitment to social justice and equity.
7. Incorporating input from youth – such as our youth advisory council – to ensure that our work is relevant to a diverse group of young people, and directly serves youth at our conference, online programming, and in presentations to youth in various settings
8. Incorporating culturally responsive materials into our presentations (videos and other content) and having panels of parents/caregivers who reflect the diversity of any given community. Many of the parents we have worked with and supported are immigrants and they speak about their experiences at parent nights and at our annual Conference.

2. Organization

Overview of organization's history and how program fits into structure, including individual(s) who will oversee implementation activities. Organizational chart as an appendix (5 points)

Gender Spectrum was founded 10 years ago to meet an unmet need: supporting parents with TG and GE children and teens. At that time very few resources existed to support parents/caregivers and youth as they navigated their gender journeys. Gender Spectrum offered a Bay Area support group that soon had upwards of 25 people attending each meeting. As we continued to work with families, we saw a need to train professionals who worked with youth. We recognized that they had the power to make institutional changes in the systems and spaces outside of the family that had the most impact on youth – including schools, mental health organizations, religious institutions, social service agencies, and medical providers. While we continue to offer direct support to families, our work with schools and aligned organizations is the area where we currently see a deep and lasting effect in improving the mental health outcomes for TG and GE youth.

In this past year we have strengthened the systems we use for our school-based work, with new systems for intake and pre and post surveys, as well as new tools to offer on-line training and support. These structural changes will ensure our success in meeting the scope of this grant.

Joel Baum, who conducted the majority of the trainings and sessions in the past seven years, will be the primary person implementing this project in schools. He is the architect of Gender Spectrums school-based professional development, from curriculum creation to implementation planning. He is a former school administrator who cares passionately about this work. He is the co-author of a nationally lauded new tool, *Schools in Transition: A Guide to Supporting Transgender Students in K-12 Schools*, and a leading voice in the national conversation about gender diversity in our schools.

Kim Westheimer, our Director of Strategic Initiatives, will oversee this project. She has 25+ years experience in program development related to LGBTQ youth. She directed the Safe Schools Program for LGBT Students in Massachusetts and was the founding director of Welcoming Schools at the Human Rights Campaign Foundation. She has extensive experience in program evaluation and has authored numerous works related to school climate and the needs of LGBTQ youth.

An overview of your organization's history and how your CDEP has served LGBTQ population in a culturally and linguistically appropriate manner (10 points)

Our model of working with schools has been developed over the past 10 years, as an outgrowth of our work with families. Our approach has been validated in surveys, testimonials (See Attachment 6) and by the organizations throughout the country and beyond that, recognizing the value of our work, seek us as partners and experts.

We are a leader in the work of creating greater acceptance for gender diverse children and teens. We provide education, resources, and support in service of a gender sensitive and inclusive environment for youth. Gender Spectrum has conducted trainings and consultations in locations such as Japan, Australia, El Salvador, and throughout Europe, and Canada.

Requests for our trainings have increased 41% this year, leading us to work with 73 schools- providing a total of 112 school-based trainings and 35 coaching and consulting sessions in CA and beyond. This increase in requests can be explained by increased awareness of the need to create gender inclusive schools as well as the growing awareness that Gender Spectrum has a unique approach tailored to schools: helping them see that gender is about all of us while also providing concrete tools so they can meet the needs of TG and GE students in a manner that respects the complexity of school communities and the individuals within them.

As demand for our services has increased, we have developed new systems for intake and program delivery to increase our efficiency while still maintaining the depth and value of what we provide. We deliver some trainings in person and some on-line, depending on the objectives of the work. We've created a new system of programs that schools can sign onto. We are seeing promising results from these changes – including greater clarity and efficiency in our communication, leaving our program staff with more time to do direct work with school personnel.

Our assessment of our work has led us to believe that in order to best reach the maximum number of schools and districts, we need to do more regional trainings, increase staff/consultant capacity to work with schools – including continued use of technology for consultations and program delivery. This grant will help us achieve these goals.

Our partners are reflective of the respect that our work has in the LGBTQ community as well as among organizations representing mental health professionals and schools. We were one of two lead authors of *Schools In Transition: A Guide To Supporting Transgender Students In K-12 Schools*. The comprehensive document is a collaborative effort of the National Center for Lesbian Rights, the National Education Association, The Human Rights Campaign, and the ACLU. We are co-writing a document with the National Association of School Psychologists to help school psychologists and counselors take a gender inclusive approach in their schools. Joel Baum represents GS as a founding member of the UCSF-Benioff Child and Adolescent Gender Center, a program that provides interdisciplinary support to transgender young people and families, including mental health care, medical care, counseling, and case management services. He is also currently co-writing a companion book to *The Transgender Child: A*

Handbook for Families and Professionals, that will focus on the needs of gender-expansive teens. Kim Westheimer, our director of strategic initiatives is an active member of the Child Safety Network, a national advisory group that addresses suicide and bullying prevention convened by the Education Development Corporation in collaboration with the US Health Resources and Services Administration (HRSA) Maternal and Child Health Bureau (MCHB).

As stated above, we are committed to delivering our services in culturally and linguistically responsive ways. We have gotten feedback on our program model from culturally diverse individuals – including all of our stakeholders. We have used this feedback to refine our work with schools along with the results we have received from culturally and linguistically diverse schools, as well as trainings delivered bilingually.

Overview of organization's experience providing mental illness prevention and early intervention to LBGTQ pop. in a culturally/linguistically appropriate manner (5 points)

Research about school climate and hostile environments makes a strong case that our CDEP provides both prevention and early intervention of mental illness in TG and GE youth. We are uniquely equipped to bring that message to educators and mental health providers in a way that will provide them with the knowledge and skills they need to create environments where TG and GE youth can thrive. As described above, our approach is culturally/linguistically responsive.

We are an approved continuing education provider for psychologists, LCSWs and MFTs. Our origins as an organization, history working with families and youth, our work with the UCSF Child and Adolescent Gender Center and organizations such as the National Association of School Psychologists and the Child Safety Network, are reflective of our expertise and the level respect that we carry in the field.

We also equip adults with mental health prevention and early intervention skills through our annual conference, which includes a professionals day with a track specifically for mental health providers led by some of the top experts in the field who present up to date research and strategies to provide mental health services to TG and GE youth. In addition, our support groups for parents serve as both prevention and early intervention strategies. Research makes a strong link between supportive family members and positive mental health outcomes for transgender and gender nonconforming youth. (SAMSHA 2014)

Finally, we have staff with education and experience related to mental health and youth. Kim Westheimer, who will be overseeing this grant has a BSW and a masters in urban and environmental policy with a focus on child development. She has worked with youth in elementary schools, teen shelters, and LGBTQ community centers. Our program coordinator, Mere Abrams, has an MSW. Although they are not funded under this grant they will none-the-less provide support for this project .

Evidence of strong support by the community that you serve. (10 points)

Our annual conference relies heavily on volunteers. We had more than 160 active volunteers,

most coming from the LGBTQ community, involved in every aspect of our conference, including coordinating volunteers, providing childcare, helping with registration, developing youth programming, and facilitating workshops.

Parent Volunteers Many parents who benefited from our services give of their time to support other parents and educate others by speaking on panels for trainings. Some of our Latino/a parents mentor other Latino/a parents. Parents have also assisted in fundraising, delivered workshops at our conference, tabled at public events, and helped us revise our website.

Educators with whom we work volunteer as speakers and workshop presenters, and test curriculum. A group of school administrators served as thought leaders for us as we created materials to help Student Information Systems be more responsive to TG students.

Financial Support Our primary funding source right now comes from individual donors who recognize the value of our work and want to do their part to support us.

Testimonials We have attached some testimonials to our work. We consistently get emails and letters that let us know we have made a difference in the lives of the young people, families and professionals we are privileged to serve. Here are just a few snippets of what we hear:

- *...without Gender Spectrum, I would not be here, alive today.* – Youth conference attendee
- *I have never seen the staff so enthusiastic about a training. You have changed mindsets for the better. We are forever grateful.* – Principal, West Contra Costa County School District
- *We had no idea how to approach the school about our son. Your staff facilitated the teachers' understanding in such a way that he is no longer afraid to go to school. You have made our lives so much easier. Thank you so much.* – Josh & Karen, parents of an elementary school child following a Gender Spectrum training
- *I want to express my deep gratitude for your presentation to the Hoover and Aptos staff today. You set the stage for welcoming all of our students by reminding us of our own identities and the complex nature of humanity. Our staff had a heartfelt, powerful debrief with comments like, "that was the best PD before school started we have ever had". Today sparked a renewed sense of purpose and passion for our work.* – Middle School Principal

Evidence of strong community engagement, including, but not limited to, specific roles for clients/consumers/family members in support of the applicant organization and/or the provision of the CDEP (10 points)

Youth Advisory Committee: Our youth advisory council informs our work with schools, families and communities. This council provides opportunities for TG and GE youth to be leaders and make a difference in their communities. Last year this group planned a two-day teen track for our annual conference. They also worked on specific projects such as giving feedback to an author of a gender workbook for teens and a filmmaker producing a documentary about transgender youth. This level of engagement is a protective factor for mental health risks.

Gender Spectrum Lounge: The Gender Spectrum Lounge is an on-line community designed to engage youth, families, and professionals in conversations about gender and youth. The lounge reconfiguration launched in October 2015 and as of the writing of this grant we have nearly 600 people actively engaged, with parents and teens the most represented groups on the lounge.

This newly updated online space is quickly becoming a place where people can engage in existing groups or start their own groups to meet community needs. It will become a significant resource for all of the schools we work with under this grant. There are currently 27 groups on the lounge including groups for youth activists, parents, gender-expansive teens of color, non-binary teens, siblings, educators and human service professionals. This is a space where people can engage in dialogue, share information, and support and get support in a community of like-minded peers.

The numbers who attend our annual conference (including ≈ 1,200 parents, grandparents, children and youth, professionals, and volunteers) are indicative of the relevancy of our work and how we engage clients and family members. We are committed to making the conference accessible, and provide scholarships to families who would not otherwise be able to attend; typically, nearly half of our attendees are attending the event on scholarships. The conference motivates attendees to create more gender inclusive schools, often by taking the step of inviting Gender Spectrum to work with the school.

Technical Assistance Needs

Describe the top three areas for development or technical assistance. (2 points)

Developing more culturally/linguistically responsive materials. We have done considerable work in this area and would like to do more. We would like to work with the other CRDP groups to have cross-fertilization in strategies and to acknowledge the overlap in our target audiences. We would like to increase our collaboration with diverse audiences and diversify our staff to more effectively work with community, religious, and cultural organizations that provide support and services to key stakeholders with which we work.

Communications/Marketing/Outreach We are currently a primarily responsive organization. Schools have to know about us in order receive services. We need outreach/marketing support in order to reach a broader, more diverse set of schools and districts. We would like to explore how to better use communications to support the work of this grant.

Assistance with the evaluation/explore becoming an evidenced based program.

Which staff members would be designated to work with the TA Provider, (3 points)

Kim Westheimer will be the primary person working with the Technical Assistance Provider. She is the Director of Strategic Initiatives for Gender Spectrum. Her bio is above. Joel Baum, whose bio also appears above will be the contact person when Kim is not available. GS will attend all meetings described in the RFP, and prioritize TA conversations/meetings as needed.

3. Proposed Evaluation Plan

This evaluation plan has the potential to produce evidence of successful outcomes of the CDEP for several reasons. First, the evaluation will use rigorous data collection methods and data analyses, and will have a sufficient sample size, over a sufficient length of time, to adequately test the theory of change. Second, the evaluation plan collects both process and outcome measures, using a mixed methods approach, which provides breadth and depth of information. This will help uncover a variety of outcomes, including unintended or unexpected changes in attitudes, behaviors, practices, or policies. Third, the evaluation will collect data from a variety

of perspectives ensuring that a variety of impacts of the program are explored, as well as the validity of findings. Last, the evaluation plan encourages participation from the community, supporting ongoing learning and engagement in the evaluation and the project.

What strategies, measures and data could be used to evaluate the effectiveness of your program in a culturally and linguistically competent manner? The proposed evaluation is designed to measure the effectiveness of the program in a culturally and linguistically competent manner. Throughout the evaluation process, a Community Advisory Committee will provide input on the entire process including the evaluation questions, the evaluation methods, the survey tools and interview guides, and the analyses and development of recommendations. This group will include teachers, parents, administrators, and students from diverse schools. Their input on evaluation methods and tools will help ensure culturally competent, valid analyses and findings. These methods, when used in combination with each other, and when used with input from the Advisory Committee, will provide results that are informed by the population the program is intended to ultimately serve.

The evaluation will use a mixed method approach, including qualitative and quantitative data methods and analyses. This also supports a more culturally competent evaluation, by ensuring the data collected are not just numbers (which are valuable and important for measuring change), but that these numbers are explored within the context of, and surrounded by, real stories, voices, and experiences.

Process measures will include, but are not limited to:

1. Number of people trained, or to whom consulting or coaching services were provided;
2. Which curricula and/or types of consulting or coaching were used; and
3. Formal and informal contacts with teachers, administrators and school staff.

Outcome measures will include, but will not be limited to:

1. Pre-post questionnaires for all training, coaching, and consulting participants measuring changes in attitudes, knowledge and intended behaviors around gender, understanding of gender, the importance of inclusion, ways that teachers, schools and administrators can support TG and GE students; satisfaction with the CDEP; and suggestions for improvement;
2. Six or twelve month follow-up questionnaires for all CDEP participants to measure many of the same things that were measured in the pretest and posttest, but to also measure the degree to which changes measured at posttest have sustained, evolved, or grown, and to capture changes in individual behaviors (such as the use of lesson plans that educate students about gender and inclusion and the ability to proactively discuss gender with students or respond to verbal or physical harassment related to gender), and school-level changes (such as policy changes that support TG and GE students, or noticeable school climate changes) since the training. The follow-up questionnaire for school counselors will ask about their ability to provide support and resources to TG and GE students and explore whether this has grown since their participation in the training, consulting, and/or coaching. The follow-up questionnaire will also solicit suggestions for program improvement to continue to support the program's continued enhancement.

Qualitative data will supplement these quantitative data and provide mechanisms for delving more deeply into nuances, and explore the “how” and “why” the training, coaching and consultation works or does not work, uncovering challenges and barriers, and additional areas for program improvement. Qualitative data will be collected via:

1. Interviews with a sample of teachers, school administrators, and school counselors who have participated in training, coaching, and/or consulting. The sample will likely be a purposive or stratified sample, designed to ensure a full range of diverse voices are captured in the interviews. The sample size and sampling plan will be finalized during the first weeks of the project, in collaboration with the statewide evaluator. These interviews will be used to delve into and explore survey findings; explore what is working well for teachers, administrators and counselors; uncover what is working less well and what they need more support on; and explore in more detail what the perceived impacts of the program are for the individuals who participated, for the students who are ultimately the intended beneficiaries of the project, and for the schools in which the interventions occur. Interviews will be conducted at multiple times in the project. Some interviewees will be interviewed multiple times, to capture changes over time, and some interviewees will be different each time, to explore and control for bias related to participating in the interviews more than once.
2. Interviews with a sample of students will also be conducted. These interviews will explore the degree to which students notice the intended changes, and to gather information about their perceptions of how welcome and supportive the schools are for gender expansive and transgender students. As with interviews with teachers, administrators and counselors, interviews with students will occur at multiple points in the evaluation, some students will be interviewed multiple times to attempt to capture changes over time. Some of the sample will be different students each time, to explore potential bias that may result from conducting interviews more than once with specific students.

To ensure that all of these evaluation efforts are culturally and linguistically appropriate, the evaluation will leverage the work that Gender Spectrum has incorporated into its program, including evaluating the program’s implementation in culturally and linguistically diverse schools, and in dual language immersion schools. Evaluation materials will be made available in multiple languages when needed, and consultation on the development of evaluation instruments will include consultation from members of the community for whom English is a second language and from members of diverse schools. Also, as noted throughout, the Advisory Group will be a part of the evaluation from start to finish, and will help ensure that data collection methods, tools, and analyses are informed by the community.

Additionally, all of the evaluation staff approach evaluation from a participatory perspective which, rather than considering participants in the evaluation as “research subjects”, considers them to be important participants in the process, from helping shape the evaluation to interpreting the findings. As noted, the evaluation incorporates data collection methods that will ensure that a variety and diversity of voices are heard, from students to teachers and administrators, and that these qualitative data are used in connection with quantitative data to

help ensure that the evaluation findings accurately reflect, to the degree possible, the reality of students' lives and their experience at their schools.

Last, the evaluation will adhere to the American Evaluation Association's Guiding Principles for Evaluators.³ These 5 principles state that "1) Systematic Inquiry: Evaluators conduct systematic, data-based inquiries, 2) Competence: Evaluators provide competent performance to stakeholders, 3) Integrity/Honesty: Evaluators display honesty and integrity in their own behavior, and attempt to ensure the honesty and integrity of the entire evaluation process, 4) Respect for People: Evaluators respect the security, dignity and self-worth of respondents, program participants, clients, and other evaluation stakeholders, and 5) Responsibilities for General and Public Welfare: Evaluators articulate and take into account the diversity of general and public interests and values that may be related to the evaluation."

The evaluation team's history and experience with evaluation tells us that culturally competent evaluation is good evaluation practice. A quality evaluation must be culturally competent; otherwise it is more likely that the evaluation will miss important contexts and nuances, which could lead to inaccurate and erroneous evaluation findings.

What data is currently collected and what additional data would need to be collected?

Gender Spectrum currently collects process data capturing the types of trainings, coaching and consultation provided, and to whom. In the past year, Gender Spectrum began using pre- and post- surveys to measure the impact of the work. These data have not been analyzed in detail yet, but a preliminary examination of the data suggest that results are positive, in terms of knowledge gained, intention to use gender inclusive practices, and recognition of the importance of becoming a gender inclusive school. The proposed evaluation would build upon the process data currently being tracked and on the new pre/post survey by collecting additional data, and developing databases and analytic plans that allow for more extensive analysis designed to improve programming, explore the evaluation questions of interest and support expansion of the programs. To fully understand the impact of the program, answer the evaluation questions and explore expansion, the evaluation would need to develop a more extensive pre/post questionnaire, develop a follow-up questionnaire and data collection protocol, develop and implement a sampling strategy for interviews with people who have been trained as well as students at the schools, as well as interview guides and protocols, and develop a sampling strategy and case study plan to conduct an in-depth case study, using document review, more intensive interviewing, and potentially, focus groups with school staff.

How can data integrity be ensured? A full data collection protocol and analytic plan will be developed at the beginning of this project, by trained researchers and evaluators, in collaboration with Gender Spectrum staff and with input from the Gender Spectrum Community Advisory Committee. These protocols will address the development of tools, the collection and storage of data, human subjects protections, and analytic plans that will ensure

³ American Evaluation Association, Guiding Principles For Evaluators, <http://www.eval.org/p/cm/ld/fid=51>

that analyses are rigorous and unbiased. Trained evaluators will develop the surveys, interview guides and focus group guides and will also be conducting the interviews. Data collection will be overseen by trained evaluators with specific training in human subjects' protections. To the degree needed, these evaluators will train Gender Spectrum staff on data collection, including processes to protect confidentiality and ensure data integrity. This training will be conducted in person and will be approximately one-half day of training, which will cover confidentiality and consent, proper handling and storage of data, HIPAA, and the logistics of collecting data. Interviews and focus groups will be conducted by trained evaluators. Should an Institutional Review Board (IRB) application be necessary, the evaluators will develop and submit the application and work with the IRB to obtain approval.

Additionally, our experience with program evaluation is that in order to ensure data integrity, an important first step is the creation and cultivation of a culture that prioritizes evaluation, and helps partners understand the importance of rigorous, quality evaluation. Both HMA Community Strategies and Gender Spectrum fully understand and support this, and all team members will work to ensure that participating schools, teachers, staff, and students also understand the importance. HMA Community Strategies staff will collect much of the data and, when Gender Spectrum staff will collect data (such as the pre/post tests) HMA Community Strategies will train Gender Spectrum staff on how to collect the data. This includes technical assistance on how to increase participation in the evaluation, how to explain to key stakeholders the purpose of evaluation, as well as training on the confidentiality of data, data collection protocols, human subjects trainings, and proper storage of data. By providing training and technical assistance to Gender Spectrum staff, and closely monitoring and adhering to our data collection protocols, we will help ensure the integrity of the data as it helps to inform programming and strategy.

What staff, policies and operations currently support data collection and/or program evaluation

Since March of 2015, Gender Spectrum's Director of Strategic Initiatives (Kim Westheimer) and Program Coordinator (Mere Abrams) have created and implemented a system using Survey Monkey to administer pre and post tests to school staff who receive Gender Spectrum training. They have identified strategies that get the best survey completion rates and created templates to share survey results with schools. In addition, they created new systems to gather and analyze segmentation data. These two initiatives increased Gender Spectrum's clarity about both the inputs and the outcomes of our work with schools. This baseline will be a critical foundation for more rigorous evaluation.

What existing program evaluation strategies and results exist? As noted and described in more detail in the program description, current evaluation strategies include collection of process data and, recently, the collection of pre/post training data to capture immediate changes in knowledge, attitudes, and intended behaviors of training participants. Preliminary analyses suggest that participants in the trainings have increased knowledge about gender, intention to use gender inclusive practices, and recognition of the importance of becoming a gender inclusive school.

4. Workplan

The workplan chart outlines SMART objectives and the rationale for the objectives we have chosen to meet the goals of this grant with a specific focus on reaching diverse cohorts of transgender and gender expansive students within the context of their school communities. Special care was taken in the workplan and the budget narrative to focus not only on delivering the most effective programs and evaluation possible but increasing our capacity to expand the reach of our work and bring it to scale. The broad rationale for our approach to each goal is as follows (See chart for more specific objectives and rationale):

Goal 2-Expand CDEP Scale to Facilitate Evaluation: The 6 objectives outlined in the workplan chart are designed to ensure that schools that participate in our evaluation represent diverse communities. Broad outreach and community involvement are key to these outcomes

Goal 3-Improve Organizational Sustainability by Strengthening Operations and Infrastructure: The 4 objectives in this category are designed to strengthen our internal infrastructure by improving our intake and assessment mechanisms while at the same time provide more on-line mechanisms to sustain and strengthen our ability to provide ongoing resources and supports parents, students, educators, mental health professionals, and administrators.

Goal 4-Increase Awareness of CDEP: The 5 objectives in this category build awareness of the CDEP in and outside of CA through publications and conferences hosted by professional and advocacy organizations. This will help other organizations replicate components of our model with the goal of improving the mental health of TG and GE youth on a more global scale.

Goal 5-Project Management: The 2 objectives in this category include over 20 activities that will insure that project management meets the requirements of the CRDP.

5. Technical Assistance Needs

Describe the top three areas for development or technical assistance. (2 points)

Assistance with the evaluation to explore the possibility of becoming an evidenced based program.

Developing more culturally/linguistically responsive materials. While we have done considerable work in this area, we would like to do more. We would like to increase our collaboration with diverse audiences to more effectively work with community, religious, and cultural organizations that provide support and services to family members and students in the schools with which we work.

Communications/Marketing/Outreach We are currently a primarily responsive organization. Schools have to know about us in order receive services. We need outreach/marketing support in order to reach a broader, more diverse set of schools and districts. We would like to explore how to better use communications to support the work of this grant.

Which staff members would be designated to work with the TA Provider, (3 points)

Kim Westheimer will be the primary person working with the Technical Assistance Provider. Joel Baum, will be the contact person when Kim is not available. GS will attend all meetings described in the RFP, and prioritize TA conversations/meetings as needed.

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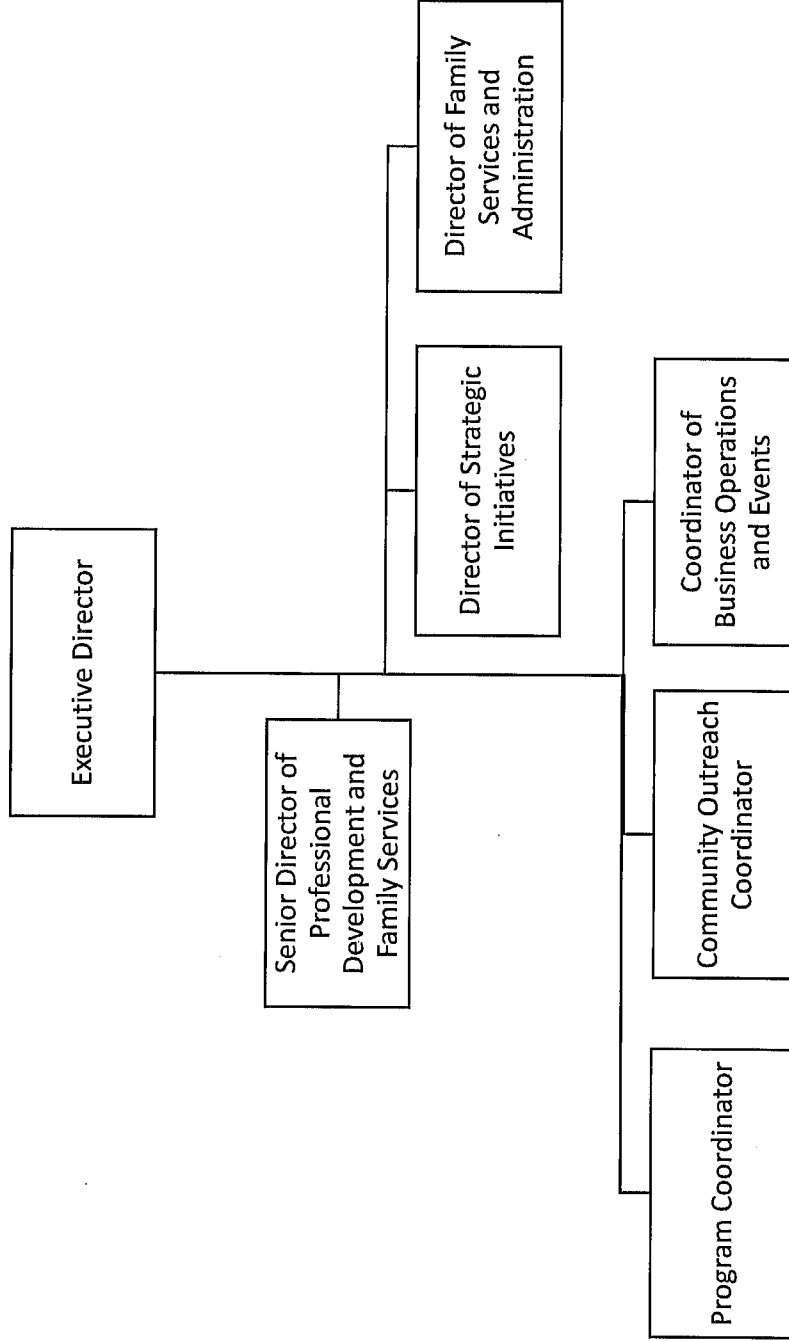
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Organizational Chart



15-10649: LGBTQ Implementation Pilot Projects | Gender Spectrum

ATTACHMENT 3: FINANCIAL CERTIFICATION

The following certification is required from non-profit applicants:

1. The Board Chair certifies, to the best of his/her knowledge and belief, that the applicant organization is financially solvent, and will remain so during the life of any contract awarded. The Board Chair will notify the California Department of Public Health (CDPH) representative in writing of substantial solvency issues such as depletion of cash reserve accounts, use of cash reserves to meet payroll obligations, inability to meet obligations for accounts payable, evidence of deteriorating accounts receivable collection, evidence of delinquency in payment of IRS or payroll taxes, evidence of fraud or mismanagement, co-mingling of accounts, and/or use of grant funds for non-grant purposes.
2. The Executive Director or Lead Officer certifies, to the best of his/her knowledge and belief, that the applicant organization is financially solvent, and will remain so during the life of any contract awarded. The Executive Director will notify the CDPH representative in writing of substantial solvency issues as outlined in #1 above.
3. This certification is a material representation of fact upon which reliance will be placed when making the award. If it is later determined that the applicant rendered an erroneous certification, or if at any time during the course of the contract there are indications that the financial solvency of the contractor affects its ability to complete the terms of the contract, in addition to other remedies available to the State of California, CDPH may terminate the contract for default.

Printed Name of Board Chair: Stephanie Brill

Signature/Date:  , 11/19/15

Printed Name of Executive Director or Lead Officer: Lisa Kenney

Signature/Date:  , 11/19/15

Company Name: Gender Spectrum

Address: 1271 Washington Ave. #834

City/State/Zip: San Leandro, CA 94577

SSN or TIN: 41-2253091

ATTACHMENT 4: WORKPLAN (APPLICANT MAY PROVIDE AS MANY OBJECTIVES AS IS DEEMED NECESSARY)

This workplan outlines SMART objectives to meet the goals of this grant with a specific focus on diverse cohorts of transgender and gender expansive students within the context of their school communities. The objectives focus primarily on ways in which we can ensure that we deliver and evaluate culturally and linguistically responsive interventions described below and in our narrative.

The workplan objectives and activities reflect our own experience working with schools, community feedback, and the research included in the grant narrative that indicates that one of the most important ways to improve mental health needs for transgender and gender expansive youth is to create more welcoming spaces where they spend the majority of their time – including schools and families. To that end, the workplan reflects a model that will lead educators to a deeper, more personal understanding of their students’ gender, and schools to make interpersonal, institutional, and instructional changes to replace hostile climates which transgender youth experience in alarming numbers and instead build communities of wellness that embrace all students.

Special care was taken in the workplan and the budget narrative to focus not only on delivering the most effective programs possible but increasing our capacity to expand the reach of our work and bring it to scale. The objectives and activities related to the Regional Gender Support Team Trainings are key strategies to bring our work to scale. These trainings will allow us to train teams of people who will use their roles and influence to create change in their school or the schools in their district. It’s a model we have used successfully in the past, but we have not had the resources to expand and evaluate it in a manner that this grant would allow. With this grant, we will be able to reach a minimum of 250 schools in these trainings, and another 70 schools in individual trainings and interventions. We know the influence our work with schools can have on transgender students’ lives (see attached letters as examples) and have thoughtfully created this plan to expand the impact of our work.

We are confident that the staffing and timeline that follows is achievable and builds on our successes and expertise.

15-10649: LGBTQ Implementation Pilot Projects – Gender Spectrum

Goal 2: Expand CDEP Scale to Facilitate Evaluation				
Objective 1: Create and launch Implementation and Outreach Plan related to Individual school/district trainings that will reach 1000+ people per year				
• Why this Objective? This will set the foundation for Gender Spectrum to reach our target audience.				
<p>Timeline:</p> <p>December 2016 Create materials for launch and implementation</p> <p>December 2016- January 2017 Identify contacts in our existing networks who can help us publicize CDEP to culturally and linguistically diverse communities. With this input, identify targeted areas for outreach.</p> <p>January 2017 – February 2017 Host Lounge Events and post events on social media</p> <p>These activities will be repeated throughout the grant cycle.</p>	<p>Activities:</p> <ul style="list-style-type: none"> -Create on-line materials to inform key stakeholders about CDEP. (School Personnel, Mental Health providers, parents, youth.) -Conduct two Gender Spectrum Lounge Events yearly to provide information and Q&A about CDEP. -Use Social Media and GS Newsletter and Lounge to publicize CDEP. -Send information to existing contacts who can help us publicize CDEP to culturally and linguistically diverse communities. 	<p>Key Staff:</p> <ul style="list-style-type: none"> • Joel Baum • Kim Westheimer • Training Coordinator • Adam Chang 	<p>Outcomes:</p> <ul style="list-style-type: none"> • Information about CDEP will reach 1,000 + people per year <p>Year 1:</p> <ul style="list-style-type: none"> • 10 schools or districts will contact GS with an interest in Training • 5 schools will participate in intake and pre-assessment plan as pilots for the CDEP • Pilot initial training and evaluation. <p><i>*In following years, commensurate numbers of schools will engage with the CDEP as outlined in the program plan</i></p>	<p>Indicators:</p> <ul style="list-style-type: none"> • Number of people information shared with (through newsletter and social media) • Number of people who attend Lounge Events • Number of people/schools who make inquiries • Number of people/schools who sign up for training.

15-10649: LGBTQ Implementation Pilot Projects – Gender Spectrum

Objective 2: Create and launch Implementation and outreach Plan for Regional Gender Support Team trainings

- **Why this Objective:** This will ensure that we reach a diverse group of schools, as well as their mental health partners, in alignment with our overall program objectives.

<p>Timeline: March or April 2017. First Regional Gender Support Team Training By June of each year of the grant, locations for the following school year's Regional Gender Support Team Trainings will be planned and scheduled.</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Identify target regions for trainings • Identify host school or agency for trainings and schedule events. • create on-line outreach materials • use existing network of schools, organizations, and individuals to distribute outreach information to targeted areas • Identify and inform local mental health care providers and agencies about training • Secure Continuing Education approval for mental health professionals (MSW, MFT, PhD, etc.) • Use Gender Spectrum Lounge and social media to host events publicizing regional trainings 	<p>Key Staff:</p> <ul style="list-style-type: none"> • Joel Baum • Training Coordinator 	<ul style="list-style-type: none"> • 40 Stakeholders from each region will contact GS through email, the lounge, social media, and phone • A minimum of 10 schools in each region will sign up for a regional training in their area* 	<ul style="list-style-type: none"> • Log with numbers of contacts will reflect engagement of stakeholders • Registration for regional trainings will reflect goals
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**In following years, commensurate numbers of schools will engage with the CDEP as outlined in the program plan*

15-10649: LGBTQ Implementation Pilot Projects – Gender Spectrum

Objective 3: Gather Community Input in CDEP					
<ul style="list-style-type: none"> Why this Objective: This will make our program plan reflective of community needs and culturally responsive. 					
<p>Timeline:</p> <ul style="list-style-type: none"> November 2016 – Convene Advisory Group November 2016 – September 2021: Convene Advisory Groups and Focus Groups as needed to gather input in our process 	<p>Activities:</p> <ul style="list-style-type: none"> Convene advisory group of educators, administrators, mental health professionals, parents, and advocates to provide guidance on regional workshop design and evaluation at least 3 times during the first year Conduct focus group with Gender Spectrum youth advisory council to gather input on content of evaluation tools related to students 	<p>Key Staff:</p> <ul style="list-style-type: none"> Kim Westheimer Joel Baum Adam Chang Training Coordinator 	<p>Outcomes:</p> <ul style="list-style-type: none"> Evaluation and training materials will be refined to reflect community needs in a culturally responsive manner Youth who participate in the advisory council will gain leadership skills and confidence 	<p>Indicators:</p> <ul style="list-style-type: none"> Records/notes from advisory group meetings and focus groups Revision of evaluation and training materials 	
Objective 4: Work collaboratively with HMA, the CRDP TA Provider to design and implement the Evaluation					
<ul style="list-style-type: none"> Why this Objective: This will ensure that our evaluation plan is in alignment with CRDP guidelines and informs the ongoing refinement of the CDEP. 					

15-10649: LGBTQ Implementation Pilot Projects – Gender Spectrum

<p>Timeline: Ongoing Process October 2016 – September 2021.</p>	<p>Activities: Details are in evaluation work plan</p>	<p>Key Staff:</p> <ul style="list-style-type: none"> • Kim Westheimer • Joel Baum 	<p>Outcome:</p> <ul style="list-style-type: none"> • We will conduct a rigorous 5-year evaluation of a minimum of 70 schools 	<p>Indicators:</p> <ul style="list-style-type: none"> • Yearly evaluation reports
<p>Objective 5: Implement Interventions for 70 Selected Schools/Districts,</p>				
<ul style="list-style-type: none"> • Why this Objective: This objective covers the nuts and bolts of implementation, the details of which are covered in the entirety of this work plan and grant application. They are restated here as clear, measurable objectives for each year of the grant. 				
<p>Timeline: Year 1: 3 school based implementations Year 2: 10 school based implementations/ Year 3: 15 school based implementations/ Year 4: 20 school based implementations/ Year 5: 22 school based implementations/</p>	<p>Activities These implementations will be supported by all Goal 2 and Goal 3 Objectives and Activities as well as some Goal 4 Objectives</p>	<p>Key staff</p> <ul style="list-style-type: none"> • Joel Baum • Kim Westheimer • Training Coordinator • School Trainer* <p>* beginning in year 4</p>	<p>Outcome Educators, parents, mental health professionals, and students will have new knowledge and skills that will contribute to gender inclusive environments for all students and particularly for TG and GE students. (As measured in the evaluation)</p>	<p>Indicators</p> <ul style="list-style-type: none"> • Implementations completed • Numbers who attend trainings • Evaluation Measures
<p>Objective 6: Implement 26 Regional Trainings for Gender Support Teams (with follow-up Implementation) for 250+ schools</p>				
<p>Why this Objective: This objective covers the nuts and bolts of implementation, the details of which are covered in the entirety of this work plan and grant application. They are restated here as clear, measurable objectives for each year of the grant.</p>				

15-10649: LGBTQ Implementation Pilot Projects – Gender Spectrum

<p>Timeline: Year 1: 1 Regional Trainings Year 2: 3 regional Trainings Year 3: 6 regional Trainings Year 4: 8 regional Trainings Year 5 :8 regional Trainings</p>	<p>Activities: These implementations will be supported by all Goal 2 and Goal 3 Objectives and Activities as well as some Goal 4 Objectives.</p>	<p>Key Staff:</p> <ul style="list-style-type: none"> Joel Baum Kim Westheimer Training Coordinator School Trainer* <p>* beginning in year 4</p>	<p>Outcome:</p> <ul style="list-style-type: none"> 95% of participants will demonstrate increased knowledge, skills, and beliefs related to gender, schools and students Within one year of attending the Regional Trainings, 75% of Gender Support Teams will use new knowledge, skills, and beliefs to engage their schools in 1 or more of the Entry Points to school change Gender Spectrum will follow-up with 100% of the participants, resulting in concrete steps taken to create more gender inclusive schools 	<p>Indicators</p> <ul style="list-style-type: none"> Number of schools/individuals that attend Evaluation survey results Records of implementation at individual schools
<p>Goal 3: Improve Organizational Sustainability by Strengthening Operations and Infrastructure</p>				
<p>Objective 1: Create Intake and Pre-Assessment Plan</p>				
<ul style="list-style-type: none"> Why this Objective: Detailed record plan will help us measure growth and success, and continue to set SMART goals and objectives during the course of this grant and beyond. 				
<p>Timeline: October 2016 – November 2016 November 2016-September 2021 – Assess and revise intake assessment as</p>	<p>Activities:</p> <ul style="list-style-type: none"> Revise current assessment intake forms to reflect the CDEP Assess and revise as needed 	<p>Key Staff:</p> <ul style="list-style-type: none"> Kim Westheimer Joel Baum 	<p>Outcomes:</p> <ul style="list-style-type: none"> Stake holders from 10 different schools will complete assessment and intake process 	<p>Indicators: Record of intake</p>

15-10649: LGBTQ Implementation Pilot Projects – Gender Spectrum

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Objective 2: Create and maintain Gender Spectrum Lounge Groups for CDEP

<ul style="list-style-type: none"> Why this Objective: The Gender Spectrum Lounge Groups are a critical component of providing follow-up support for educators, parents, students, mental health providers, and administrators with whom we will engage. 				
<p>Timeline:</p> <ul style="list-style-type: none"> January 2017 – Create Lounge Groups CDEP members March 2017 – June 2017 – Launch Lounge Groups and create structure to gain feedback from the group quarterly June 2017-September 2021- maintain lounge groups. Add new groups as needed 	<p>Activities:</p> <ul style="list-style-type: none"> Get feedback from participants about how the lounge could be useful for them Use that feedback to create groups for individual schools and participants in Regional Gender Support Team trainings Facilitate groups on line Create 3 Lounge events for CDEP groups 	<p>Key Staff:</p> <ul style="list-style-type: none"> Adam Chang Kim Westheimer Joel Baum 	<p>Outcomes:</p> <ul style="list-style-type: none"> 10,000+ people will gain new information/skills in Lounge groups/events over the course of 5 years Participants will use Lounge to ask questions and share best practices Participants will be better equipped to implement 	<p>Indicators:</p> <ul style="list-style-type: none"> Record use of Lounge groups Survey of lounge participants to learn how the lounge has been useful and how it could be more useful

15-10649: LGBTQ Implementation Pilot Projects – Gender Spectrum

			strategies that create gender inclusive schools	
Objective 3: Create new on-line tool-kit that can be used by participants in CDEP				
<ul style="list-style-type: none"> Why this Objective: This tool-kit of resources (film clips, lesson plans, activities, resources, etc.) will help institutionalize gains made by initial training, coaching and consultation in schools. People who we have engaged with will be able to use these materials to further educate themselves and to educate new colleagues and others about creating gender inclusive schools. 				
<p>Timeline:</p> <ul style="list-style-type: none"> October 2016 - December 2016 - Identify film clips and associated materials to make available to CDEP participants for first CDEP cohort September 2017 – September 2021 –Assess and Revise toolkit yearly September 2017 – 2021 – Highlight Toolkit contents in quarterly lounge events 	<p>Activities:</p> <ul style="list-style-type: none"> Create Gender 101 module that can be used by CDEP participants to educate others and as a refresher Link GS lesson plans with existing film footage of educators using these lesson plans with students and make these available to CDEP participants Link activities for family and community engagement with existing film footage of family meetings and make available to CDP participants Assess and create other resources needed from CDEP participants 	<p>Key Staff:</p> <ul style="list-style-type: none"> Kim Westheimer Joel Baum 	<p>Outcomes:</p> <ol style="list-style-type: none"> CDEP participants will have access to tools that will increase their ability to: <ul style="list-style-type: none"> Use GS lesson plans with students Conduct family meetings Educate others in their community about gender inclusive practices 	<p>Indicators:</p> <ul style="list-style-type: none"> Numbers of CDEP participants who access toolkit Feedback on lounge events and other on line forums
Objective 4: Create materials that are culturally and linguistically competent				

15-10649: LGBTQ Implementation Pilot Projects – Gender Spectrum

<ul style="list-style-type: none"> Why this Objective: Our goal is to reach culturally and linguistically diverse communities and one component of doing that well is to have materials in languages which reflect the members of those communities. 				
<p>Timeline:</p> <ul style="list-style-type: none"> January 2016: Materials will be translated to Spanish and Chinese April 2016: Materials will be translated to Tagalog, Vietnamese and Korean August 2017: Conduct bilingual programming on the Gender Spectrum lounge September 2017: Have resources in multiple languages on our web page 	<p>Activities:</p> <ul style="list-style-type: none"> Review materials already translated and determine additional materials to translate Identify translators who are linguistically fluent and knowledgeable about language and gender Collaborate with community partners for feedback Collaborate with community partners to publicize new materials on the Gender Spectrum Lounge 	<p>Key Staff:</p> <ul style="list-style-type: none"> Joel Baum Adam Chang School Trainer* <p>* beginning in year 4</p>	<p>Outcomes:</p> <p>Gender Spectrum's resources will be more culturally and linguistically accessible</p> <p>Gender Spectrum's Resources will be shared in collaboration with at least 4 community partners</p>	<p>Indicators:</p> <ul style="list-style-type: none"> Completion of Tasks and the degree to which new materials and resources are accessed Feedback from stakeholders
<p>Goal 4: Increase Awareness of CDEP</p>				
<p>Objective 1: Launch Outreach Plan for Individual school/district trainings</p>				
<ul style="list-style-type: none"> Why this Objective: Our outreach campaign will include information about the CDEP, therefore increasing awareness of the CDEP and the broader CRDP. 				
<p>Timeline:</p> <p>November 2016 – January 2017</p>	<p>Activities:</p> <ul style="list-style-type: none"> -Create on-line materials to inform key stakeholders about CDEP. (School Personnel, Mental Health providers, parents, youth.) -Conduct 2 Gender Spectrum Lounge Events to provide information and Q&A about 	<p>Key Staff:</p> <ul style="list-style-type: none"> Joel Baum Training Coordinator Adam Chang 	<p>Outcomes:</p> <ul style="list-style-type: none"> Information about CDEP will reach 1,000 + people 15 schools or districts will contact GS with an interest in Training 	<p>Indicators:</p> <ul style="list-style-type: none"> Numbers of people information shared with (through newsletter and social media) Numbers of people who attend Lounge Events Number of people/schools

15-10649: LGBTQ Implementation Pilot Projects – Gender Spectrum

	<p>CDEP</p> <ul style="list-style-type: none"> -Use Social Media and GS Newsletter to publicize CDEP 		<ul style="list-style-type: none"> 10 schools will participate in intake and pre-assessment plan as pilots for the CDEP 8 schools will sign up for training 	<p>who make inquiries</p> <ul style="list-style-type: none"> Number of people/schools who sign up for training
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Objective 2: Launch outreach Plan for regional trainings

- Why this objective:** Our outreach campaign will include information about the CDEP, therefore increasing awareness of the CDEP and the broader CRDP.

<p>Timeline: November 2016 – March 2017</p>	<p>Activities:</p> <ul style="list-style-type: none"> Identify 3 target regions for workshop Identify host school or agency for workshops and schedule events. create on-line outreach materials use existing network of schools, organizations, and individuals to distribute outreach information to targeted areas Use Gender Spectrum Lounge to host events publicizing regional trainings 	<p>Key Staff:</p> <ul style="list-style-type: none"> Joel Baum Training Coordinator Adam Chang 	<ul style="list-style-type: none"> 40 Stakeholders from each region will contact GS through email, the lounge, social media, and phone A minimum of 10 schools in each region will sign up for a regional training in their area 	<ul style="list-style-type: none"> Log with numbers of contacts will reflect engagement of stakeholders Registration for regional trainings will reflect goals
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- Objective 3: Create and distribute annual back-to-school media focusing on CDEP**

- Why this objective:** This media will help potential participants learn about the impact of our work, will honor schools that will be highlighted for

15-10649: LGBTQ Implementation Pilot Projects – Gender Spectrum

their work, raise awareness about the need for gender inclusive schools, and raise awareness of the CDEP and CRDP.				
<p>Timeline: August 2017 – August 2021</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Create annual back-to-school blogs and other media that highlight the work of the CDEP 	<p>Key Staff:</p> <ul style="list-style-type: none"> • Kim Westheimer • Joel Baum • Training Coordinator 	<p>Outcomes 8,000+ people will become more aware of the CDEP and have access to resources to create more gender inclusive schools and services</p>	<p>Indicators</p> <ul style="list-style-type: none"> • Traffic on websites where back to school info is published • Engagement in social media, blog sites and the lounge
<ul style="list-style-type: none"> • Objective 4: submit articles about the CDEP evaluation to professional publications and peer reviewed journals 				
<ul style="list-style-type: none"> • Why this objective: These articles will help raise the national profile of the goals, objectives and needs addressed by the CDEP, inform potential participants about the impact of our work, honor schools that will be highlighted for their work, raise awareness about the need for gender inclusive schools, and raise awareness of the CDEP and CRDP. 				
<p>Timeline: September 2018 – Use outcomes from initial evaluation and CDEP to write articles to be published in at least 4 publications, at least one of which will be a peer-reviewed journal. Possible publications include:</p> <ul style="list-style-type: none"> • National Association of School Boards • Rethinking Schools • Multicultural Perspectives (Journal of the National 	<p>Activities:</p> <ul style="list-style-type: none"> • Identify publications that will have the most influence on the field of mental health, education and gender • Write and submit articles for publication 	<p>Key Staff:</p> <ul style="list-style-type: none"> • Kim Westheimer • HMA 	<p>Outcomes:</p> <ul style="list-style-type: none"> • Articles will reach key stakeholders who have the ability to influence education policy and practice on the local, state and national levels 	<p>Indicators</p> <ul style="list-style-type: none"> • Articles accepted for publication • Articles reposted, republished, and referenced for multiple audiences

15-10649: LGBTQ Implementation Pilot Projects – Gender Spectrum

<p>Association for Multicultural Education)</p> <ul style="list-style-type: none"> National Association of School Social Workers National Association of School Psychologists <p>September 2021 - Use final outcomes from evaluation and CDEP to write articles to be published in at least 4 publications, at least one of which will be a peer-reviewed journal</p>			
<p>Objective 5: Conduct presentations on lessons learned from the CDEP at professional conferences</p>			
<ul style="list-style-type: none"> Why this objective: These presentations will help raise the national profile of the goals, objectives and needs addressed by the CDEP, inform potential participants about the impact of our work, honor schools that will be highlighted for their work, raise awareness about the need for gender inclusive schools, and raise awareness of the CDEP and CRDP. 			
<p>September 2018 – August 2021</p> <p>Possible conference include:</p> <ul style="list-style-type: none"> California Association of School Counselors CA Teacher’s Association National Association for Multicultural Education CA Association of School Psychologists CA Chapter of the National Association of Social Workers 	<ul style="list-style-type: none"> Identify 5 conferences to present results of CDEP implementation and evaluation. Identify publications that will have the most influence on the field of mental health, education and gender 	<p>Key Staff:</p> <ul style="list-style-type: none"> Kim Westheimer Joel Baum 	<p>Lessons learned will provide information and skills to inform and motivate school-based professionals to begin the process of making their own schools more gender inclusive.</p>
<p>Goal 5: Project Management</p>			
<ul style="list-style-type: none"> Numbers of people attending workshop sessions Workshop evaluations Numbers of participants who access the Gender Spectrum Lounge or directly access our services. 			

15-10649: LGBTQ Implementation Pilot Projects – Gender Spectrum

Objective 1: Work in collaboration with CRDP Team				
<ul style="list-style-type: none"> o Why this objective: To take full advantage of the resources offered by the CRDP team and meet all grant requirements. 				
Timeline: Ongoing	Activities: <ul style="list-style-type: none"> • Work with LGBTQ TA Provider on CDEP Capacity Building Action Plan (First 60 days of grant) • Attend regular meetings, including Kick off meeting, Peer-to-peer meetings, quarterly meetings and close out meeting • Work with TA Provider • Work with Evaluation TA • Submit Reports as required by grant 	Key Staff: <ul style="list-style-type: none"> • Kim Westheimer • Joel Baum 	Outcomes: GS will gain knowledge and strategies to successfully complete CDEP	Indicators: <ul style="list-style-type: none"> • Overarching goals of CDEP will be met in an effective and culturally and linguistically competent manner
Objective 2: Assign Staff to Tasks of Grants				
Why this objective: To develop a more specific work plan to ensure that all activities of the grant are completed in a timely manner and with fidelity				

15-10649: LGBTQ Implementation Pilot Projects – Gender Spectrum

<p>Timeline: Ongoing</p>	<p>Activities: Components to be assigned include:</p> <ul style="list-style-type: none"> • Outreach • Record-keeping • Intake • Materials Development • Managing and Implementing On-line Tools • Training • Coaching • Consulting • Report writing • Liaison with HMA • Liaison with CRDP • Work with community partners/advisory group 	<p>Key Staff:</p> <ul style="list-style-type: none"> • Kim Westheimer • Joel Baum 	<p>Outcomes: Staff will work individually and collaboratively to provide schools and communities with the resources they need to create gender inclusive schools</p>	<p>Indicators:</p> <ul style="list-style-type: none"> • Overarching goals of CDEP will be met in an effective and culturally and linguistically competent manner
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Attachment 5: Budget

Program Budget	Year 1					Year 2				
	Q1	Q2	Q3	Q4	Year 1	Q1	Q2	Q3	Q4	Year 2
Personnel										
Senior Director, PD	15,750	15750	15750	15750	63,000	18,750	18,750	18,750	18,750	75,000
Trainer*										
Director, Strategic Initiatives	8,500	8500	8500	8500	34,000	6000	6000	6000	6000	24000
Training Coordinator	8,750	8750	8750	8750	35,000	9,250	9250	9250	9250	37,000
Comm. Outreach Coordinator	2,500	2500	2500	2500	10,000	2,000	2000	2000	2000	8,000
Total personnel	35,500	35500	35500	35500	142,000	36,000	36,000	36,000	36,000	144,000
Non-Personnel										
Regional Trainings										
Travel			1000		1000	1000	1000	1000		3000
Venue			500		500	500	500	500		1500
Materials			500		500	500	500	500		1500
Food			500		500	500	500	500		1500
Online Platform	200	200	200	200	800	200	200	200	200	800
Materials for Advisory Meetings	100	100		100	300			100		100
Translation			3000	2500	5500	3500				3500
Supplies				1002	1,002	550				550
Mandatory Travel Costs*				1000	1000				1000	1000
Total Non-Personnel					11102					13450
Direct Costs					153,102					157,450
Indirect Overhead Costs: Maximum 15% (rent excluded)					22965.3					23,618
Total Direct and Indirect					176,067					181,068
Total Program Budget					176,067					181,068
Evaluation Budget										
Non-Personnel	0	0	0	0		0	0	0	0	
IRB Review	0	0	5000	0		0	0	0	0	
Total Non-Personnel	0	0	0	0		0	0	0	0	
Direct Costs	0	0	5000	0		0	0	0	0	
5%	0	0	0	0		0	0	0	0	
Indirect	0	0	5000	0		0	0	0	0	
Contracting Costs										
HMA Com Strategies	11,733	11,733	11,733	11,734	46,933	11,733	11,733	11,733	11,733	46,932
Total Eval. Budget	11,733	11,733	16,733	11,734	51,933	11,733	11,733	11,733	11,733	46,932

Attachment 5: Budget

Budget Grand Tot					228,000					228,000
Total Prog Budget / Budget Grand Tot					77.22%					79.42%
Total Eval Budget/ Budget Grand Tot					22.78%					20.58%
Projected Organization Budget					1,103,000					1,228,000
Budget Grand Total/ Proj. Org Budget (%)					20.67%					18.57%

Attachment 5: Budget

Program Budget	Year 3					Year 4				
	Q1	Q2	Q3	Q4	Year 3	Q1	Q2	Q3	Q4	Year 4
Personnel										
Senior Director, PD	19250	19250	19250	19250	77000	13000	13000	13000	13000	52000
Trainer*						4000	4000	4000	4000	16000
Director, Strategic Initiatives	4000	4000	4000	5000	17000	4000	3500	4000	3500	15000
Training Coordinator	10,000	10,000	10,000	10,000	40,000	12,000	12,000	12,000	12,000	48,000
Comm. Outreach Coordinator	1500	1500	1500	1500	6000	1000	1000	1000	1000	4000
Total personnel					140000					135000
Non-Personnel										
Regional Trainings										
Travel	2000	1000	2000	1000	6000	3000	1000	3000	1000	8000
Venue	1000	500	1000	500	3000	1500	500	1500	500	4000
Materials	1000	500	1000	500	3000	1500	500	1500	500	4000
Food	1000	500	1000	500	3000	1500	500	1500	500	4000
Online Platform	200	200	200	200	800	200	200	200	200	800
Materials for Advisory Meetings			100		100			100		100
Translation										
Supplies	550				550				550	550
Mandatory Travel Costs*				1000	1000				1000	1000
Total Non-Personnel	5750	2700	5300	3700	17450					22450
Total Direct Costs					157450					157450
Indirect Overhead Costs: Maximum 15% (rent excluded)					23617.5					23617.5
Total Direct and Indirect					181067.5					181067.5
Total Program Budget					181067.5					181067.5
Evaluation Budget										
Non-Personnel	0	0	0	0		0	0	0	0	
IRB Review	0	0	0	0		0	0	0	0	
Total Non-Personnel	0	0	0	0		0	0	0	0	
Direct Costs	0	0	0	0		0	0	0	0	
5%	0	0	0	0		0	0	0	0	
Indirect	0	0	0	0		0	0	0	0	
Contracting Costs										
HMA Com Strategies	11,733	11,733	11,733	11,733	46,932	11,733	11,733	11,733	11,733	46,932
Total Eval. Budget	11,733	11,733	11,733	11,733	46,932	11,733	11,733	11,733	11,733	46,932

Attachment 5: Budget

Budget Grand Tot					228,000					228,000
Total Prog Budget / Budget Grand Tot					79.42%					79.42%
Total Eval Budget/ Budget Grand Tot					20.58%					20.58%
Projected Organization Budget					1,378,000					1,478,000
Budget Grand Total/ Proj. Org Budget (%)					16.55%					15.43%

Attachment 5: Budget

Program Budget	Year 5				Year 5	Total
	Q1	Q2	Q3	Q4		
Personnel						
Senior Director, PD	8,000	8,000	8,000	8,000	32,000	299,000
Trainer*	7000	7000	7000	7000	28000	44000
Director, Strategic Initiatives	6000	6000	6000	6000	24000	114,000
Training Coordinator	12,000	12,000	12,000	12,000	48,000	208,000
Comm. Outreach Coordinator	750	750	1000	1000	3500	31,500
Total personnel					135,500	696,500
Non-Personnel						
Regional Trainings						
Travel	3000	1000	3000	1000	8000	
Venue	1500	500	1500	500	4000	
Materials	1500	500	1500	500	4000	
Food	1500	500	1500	500	4000	
Online Platform	200	200	200	200	800	
Materials for Advisory Meetings				100	100	
Translation						
Supplies				48	48	
Mandatory Travel Costs*				1000	1000	
Total Non-Personnel					21948	86400
Total Direct Costs					157,448	782,900
Indirect Overhead Costs: Maximum 15% (rent excluded)					23617.2	117,435
Total Direct and Indirect					181,065	900,335
Total Program Budget					181,065	900,335
Evaluation Budget						
Non-Personnel	0	0	0	0		0
IRB Review	0	0	0	0		0
Total Non-Personnel	0	0	0	0		0
Direct Costs	0	0	0	0		5000
5%	0	0	0	0		0
Indirect	0	0	0	0		5000
Contracting Costs						
HMA Com Strategies	11,733	11,733	11,734	11,735	46,935	234,664
Total Eval. Budget	11,733	11,733	11,733	11,733	46,935	239,664

Attachment 5: Budget

Budget Grand Tot					228,000	1,139,999
Total Prog Budget / Budget Grand Tot					79.41%	0.7897682
Total Eval Budget/ Budget Grand Tot					20.59%	0.2102318
Projected Organization Budget					1,578,000	6,765,000
Budget Grand Total/ Proj. Org Budget (%)					14.45%	0.1685143

Evaluation Budget	Year 1					Year 2				
	Q1	Q2	Q3	Q4	Year 1	Q1	Q2	Q3	Q4	Year 2
						0	0	0	0	
						0	0	0	0	
Non-Personnel	0	0	0	0		0	0	0	0	
Optional: IRB Review	0	0	5000	0		0	0	0	0	
Total Non-Personnel	0	0	0	0		0	0	0	0	
Direct Costs	0	0	5000	0		0	0	0	0	
Indirect Costs: Max 5%	0	0	0	0		0	0	0	0	
Total Direct and Indirect	0	0	5000	0		0	0	0	0	
Contracting Costs										
HMA Community Strategies	11733	11733	11733	11733		11733	11733	11733	11733	
Total Contracting Costs	11733	11733	11733	11733		11733	11733	11733	11733	
Total Evaluation Budget	11733	11733	16733	11733	51932	11733	11733	11733	11733	46932
Budget Grand Tot					51,932					46,932
Total Prog Budget / Budget Grand Tot					0.00%					0.00%
Total Eval Budget/ Budget Grand Tot					100.00%					100.00%
Projected Organization Budget					1,103,000					1,228,000
Budget Grand Total/ Proj. Org Budget (%)					4.71%					3.82%

*Travel costs shall adhere to state travel reimbursement policy, which is available here: <http://www.calhr.ca.gov/e>

**Evaluation Budget must total at least 20% of the Grand Total.

Evaluation Budget	Year 3					Year 4				
	Q1	Q2	Q3	Q4	Year 3	Q1	Q2	Q3	Q4	
	0	0	0	0		0	0	0	0	
	0	0	0	0		0	0	0	0	
Non-Personnel	0	0	0	0		0	0	0	0	
Optional: IRB Review	0	0	0	0		0	0	0	0	
Total Non-Personnel	0	0	0	0		0	0	0	0	
Direct Costs	0	0	0	0		0	0	0	0	
Indirect Costs: Max 5%	0	0	0	0		0	0	0	0	
Total Direct and Indirect	0	0	0	0		0	0	0	0	
Contracting Costs										
HMA Community Strategies	11733	11733	11733	11733		11733	11733	11733	11733	
Total Contracting Costs	11733	11733	11733	11733		11733	11733	11733	11733	
Total Evaluation Budget	11733	11733	11733	11733	46932	11733	11733	11733	11733	46932
Total Prog Budget					46,932					46,932
Total Prog Budget / Budget Grand Tot					0.00%					0.00%
Total Eval Budget/ Budget Grand Tot					100.00%					100.00%
Projected Organization Budget					1,378,000					#####
Budget Grand Total/ Proj. Org Budget (%)					3.41%					3.18%

employees/Pages/travel-reimbursements.aspx.

Evaluation Budget	Year 5					Total	
	Q1	Q2	Q3	Q4			
	0	0	0	0		0	
	0	0	0	0		0	
Non-Personnel	0	0	0	0		0	
Optional: IRB Review	0	0	0	0		0	
Total Non-Personnel	0	0	0	0		0	
Direct Costs	0	0	0	0		5000	
Indirect Costs: Max 5%	0	0	0	0		0	
Total Direct and Indirect	0	0	0	0		5000	
Contracting Costs							
HMA Community Strategies	11733	11733	11733	11733		234660	
						0	
Total Contracting Costs	11733	11733	11733	11733		239660	
Total Evaluation Budget	11733	11733	11733	11733	46932	239660	
Total Prog Budget					0	474,320	
Total Prog Budget / Budget Grand Tot					#DIV/0!	0.4947293	
Total Eval Budget/ Budget Grand Tot					#DIV/0!	0.5052707	
Projected Organization Budget					1,578,000	6,765,000	
Budget Grand Total/ Proj. Org Budget (%)					0.00%	0.0701138	

Attachment 5 – Budget Narrative

Program Budget Narrative

Personnel: Training, consultation, and coaching are central to this grant, and this is reflected in the budget. Specific Personnel funded under this grant and their role in the implementation of the CDEP are:

Senior Director of Professional Development (Joel Baum): For the past 7 years, Joel has been the center of creating and delivering services to schools and other institutions. The model that he has developed in collaboration with community partners will be evaluated under this grant.

This position will be involved in most aspects of program design and implementation as described in the work plan under Goals 2-4.

As the budget illustrates, the percentage of this person's time working on the CDEP will increase as the grant progresses and the model being evaluated moves more to scale. Year one starts at .5 FTE and moves to .7 FTE by year 3. In year 4 we have created a line item for a new trainer to meet increased demand (See budget and note below). In year 4 the FTE for the Senior Director position decreases to .4 FTE, finally moving to .25 FTE by the end of the grant. These decreases reflect, not only the addition of a new approaches to delivering trainings, but our organizational commitment to raise additional funds to support the work of this position.

As we create the infrastructure to bring this work to scale in year 4 and 5, it is unlikely that the grant will cover all of the costs of evaluation, local and regional training and the number of hours needed for consultation and coaching. To prepare for this eventuality, during the first 3 years of the grant we will work to bring our fee-for service structures to scale – while still providing pro bono work to institutions that don't have resources to pay us – and also seek other sources of funding from grants and large donors.

Director of Strategic Initiatives (Kim Westheimer) Kim was hired in part because of her experience with research and managing evaluation projects for state government and large non-profits. This will be her role on this project, and while it will vary throughout the progression of this grant, the time allotted averages .2 FTE This position is necessary to insure clear communication among Gender Spectrum, CRDP, and HMA and insuring that all reporting required by the grant is completed in a thorough and timely fashion. This role will include a planning component, insuring that evaluation findings influence program planning and implementation. Moreover, Kim's role will also be to help keep the CRDP's central mission and focus aligned with the work with schools as the program unfolds, the context around gender continues to shift, and our own evaluation and new resources and research further inform the work.

This role entails coordinating all aspects of the CDEP and relates to goals 1-4.

Training Coordinator: (New Position) This position is being created to manage logistics of training, intake and record keeping under the grant. Frequently the first point of contact for the institutions seeking our services, this individual will have an essential role in helping to articulate the structure of our programs and to describe the partnership we are seeking to create with schools participating in them. This person will attend and provide administrative support for all aspects of the Regional Gender Support Team Trainings. Their hours will increase over the course of the grant from .5 to .8 FTE.

Community Outreach Coordinator (Adam Chang): Adam is the key person on two components of the grant: Directing the Youth Advisory Committee and the Gender Spectrum Lounge. As indicated in the work plan, both of these facets of Gender Spectrum will be critical for this project: The Youth Advisory Committee will provide culturally and linguistically competent feedback on the evaluation and program model and the Gender Spectrum Lounge will be a tool to provide follow-up resources and support to individuals and schools that participate in the CDEP.

Trainer: (New Position for year 4 and 5): This position is necessary to meet the increased demand that will emerge from the first 3 years of the grant. This is not only to meet the direct training needs, but also to meet new needs that will emerge to provide coaching and consultation to the 70 schools who take part in the Regional Gender Support Team Trainings.

As noted above, we anticipate a significant increase in requests for services over the period of the grant. During program's first three years, we will assess how best to meet increased demands of training, coaching and consultation that are anticipated in this proposal. These will be especially important as we anticipate requests for services emerging from our Regional Gender Support Team trainings in which multiple schools and/or districts or other educational institutions attend. Ways of addressing this could include adding additional staff as trainers, training and utilizing individuals as consultants that we rigorously prepare to deliver our core content and supervise for fidelity, providing stipends to educators who we have trained who could work with other colleagues in their school or region or other possible approaches.

Non Personnel

Travel: This will cover transportation and lodging for trainings as needed.

Venue: This will cover costs of venues to host the regional trainings

Materials: This will cover design and copying for training materials

Food: This will allow us to provide food for participants in regional trainings. This is included so that we can use our time efficiently without having people leave the premises to get lunch, as well as to create community among the teams who come and recognizing them for taking the time away from their busy workdays to help create gender inclusive schools.

Online Platform: This will cover costs of upgrading our ability to provide training and consultation using online tools such as Zoom and the Gender Spectrum Lounge.

HMA: See Evaluation Budget.

Overhead: this line item will go to operating costs for the organization that keep the organization viable, including, phone, office equipment, and supervision.

Supplies: Includes materials for training such as chart paper, markers, and printing.

Mandatory Travel Costs: As required by the RFP

Evaluation Budget Narrative

As noted in the evaluation plan, Gender Spectrum will subcontract with Health Management Associates (HMA) and HMA Community Strategies (HMACS) to provide evaluation services to fulfill the objectives of the evaluation work plan. In addition to direct hands-on evaluation services, HMA will support Gender Spectrum staff with direct service, consultation and training services to fulfill all requirements, building significant Gender Spectrum organizational capacity for evaluation. The evaluation subcontractor line item reflects HMACS's cost to complete their work detailed in the evaluation plan. Due to the varied level of effort required across years, with certain years requiring significantly more work than others, HMACS will bill Gender Spectrum in equal payments across the entire term of the grant. An addendum to the evaluation budget is attached showing the subcontractor's budget by major task category and the staff utilized across all quarters of the grant.

The extensive work to be conducted by HMACS throughout the duration of the contract reflected in their subcontractor budget line will include:

Project Management: conducting kickoff and planning meetings, annual meetings with state, regular project management meetings with HMACS internal evaluation team and Gender Spectrum, record keeping, invoicing, budget management and deliverable management.

Focusing the Evaluation: developing and finalizing the evaluation plan, tools, protocols, and consents; developing the interview guides and data collection protocols; conducting

meetings with statewide evaluator; developing and submitting IRB application; and providing human subjects training to Gender Spectrum staff.

Engage Stakeholders: developing and finalizing the stakeholder engagement plan; forming and engaging with the two advisory groups for all stages of the project.

Gathering Credible Evidence: collecting process measures; training and supporting Gender Spectrum staff to conduct pre-, post- or baseline surveys; training and supporting Gender Spectrum staff to conduct follow-up surveys; and conducting interviews with students, teachers and administrators.

Justifying Conclusions (Analyzing Data): conduct analyses of data using Nvivo (for interview and case study data) and Stata (for survey data); and sharing findings with advisory group for input, validation, and refinement.

Write Up and Share Findings (Using Evaluation Results): conducting quarterly Rapid-Cycle Evaluation; providing summaries of data and emerging findings to Gender Spectrum staff for use in making program improvements; providing summaries of data and emerging findings to advisory groups for input on ongoing evaluation and program improvements; incorporating feedback from these groups on evaluation findings into ongoing evaluation efforts and into program improvements; producing updated annual evaluation plans with Gender Spectrum for submission to CDPH; producing updated annual evaluation reports with Gender Spectrum for submission to CDPH at the end of each year; preparing and submitting draft CDEP evaluation to CDPH; and preparing and submitting final CDEP evaluation to CDPH.

15-10649: LGBTQ Implementation Pilot Projects | Gender Spectrum

ATTACHMENT 6: LETTERS OF SUPPORT

Please type or print a list of three (3) population members that have provided letters of support for this application. The letters should be included in the response, following this form.

CONTACT 1

Name, Title and Company of Reference
Amy Baer, Executive Director, Student Support Services, San Rafael City Schools

Street address 301 Nova Albion Way	City San Rafael	State CA	Zip 94903
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Telephone number (415) 492-3223	
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Brief description of working relationship
District Administrator in school district where we have worked

CONTACT 2

Name, Title and Company of Reference
Angelica Guerrero

Street address 553 Vienna Street	City San Francisco	State CA	Zip 94112
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Telephone number (415) 577-9810	
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Brief description of working relationship
Parent of transgender child at school district where we have worked

CONTACT 3

Name, Title and Company of Reference
Lara Ephron

Street address 259 Whitclem Court	City Palo Alto	State CA	Zip 94306
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Telephone number (650) 504-7685	
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Brief description of working relationship
Parent of transgender child at school district where we have worked

15-10649: LGBTQ Implementation Pilot Projects | Gender Spectrum

ATTACHMENT 7: BUSINESS INFORMATION SHEET

15-10649

This document provides the California Department of Public Health with basic information about the Proposer and its key subcontractors. Each Proposer must complete, sign and include this attachment in its proposal. A signature fixed hereon and dated certifies compliance with all offer requirements.

1. Proposer Information

<i>Full Legal Name of Proposer</i> Gender Spectrum Charitable Fund			
<i>Business Address (Street number and name)</i> 1271 Washington Ave. #834			
<i>City</i> San Leandro	<i>County</i> Alameda	<i>State</i> CA	<i>Zip Code</i> 94577
<i>Contact Person</i> Kim Westheimer		<i>Title</i> Director of Strategic Initiatives	
<i>Telephone</i> 617-686-4893	<i>Fax</i> n/a	<i>E-mail</i> kwestheimer@genderspectrum.org	

2. Type of Entity or Business Organization

Organization Tax ID Number: 41-2253091	How long under current ownership: (Years) n/a
Nature of Business Activity: Nonprofit providing consultation, training and events designed to help families, educators, professionals, and organizations understand and address the concepts of gender identity and expression in children and youth.	
Number of employees: 6	Year established: 2007

Legal form of organization (check one):

- Sole Proprietorship Corporation LLC
 General Partnership Sub-Chapter S Corporation
 Limited Partnership Other (describe) 501(c)(3) nonprofit

3. Small Business Preference Claim

Is your organization certified as a small business by the State of California, or have you applied for certification?

- No** **Yes** If yes, list your OSDS Number _____
 Date certified _____
 Application submitted to Office of Small Business Certification and Resources on: _____ (date)

15-10649: LGBTQ Implementation Pilot Projects | Gender Spectrum

4. Disabled Veteran Business Participation Acknowledgement

I certify that I have read and understand the requirements of DVBE participation and understand my obligations in regard to DVBE. I also understand that failure to meet the requirements of the DVBE will cause my proposal to be rejected before evaluation.

YES NO

DVBE Incentive Participation?? YES NO

Incentive Amount: _____%

5. Required Licenses and/or Certifications (if applicable) N/A


Required Licenses/Certifications	PUC License Number	Contractor's State Licensing Board No.

6. Authorization and Certification

I hereby authorize the California Department of Public Health to make any inquiries necessary to verify the information I have presented in my proposal.

I hereby certify to the best of my knowledge and belief that I have read, understand, and do hereby accept the terms and conditions contained in this IFB package, including the provisions of the Contract Terms and Conditions and, further, I am willing to enter into an agreement with the CDPH to conduct the proposed project according to the terms and conditions offered.

I hereby certify to the best of my knowledge that the information contained in this proposal is correct and complete.

Signature of Authorized Representative	Date Signed
	11/19/15
Printed/Typed Name Lisa Kenney	Title Executive Director

The above information is required for statistical reporting purposes. Completion of this form is mandatory. This information will be made public upon award of the contract and will be supplied to department contract staff, Department of General Services and possibly other public agencies. To access contract related records, contact the Contract Management Unit, 1616 Capitol Avenue, Suite 74-317, MS 1802, PO Box 997377, Sacramento, CA 95899-7377, or call (916) 650-0100.

15-10649: LGBTQ Implementation Pilot Projects | Gender Spectrum

ATTACHMENT 8: NON-SUPPLANTATION CERTIFICATION FORM

As the duly authorized representative of Gender Spectrum, I hereby certify:
Organization Name

1. The funds allocated by the California Department of Public Health (CDPH) under the Implementation Pilot Projects grant program will not be used to supplant funding for existing levels of service and shall only be used for the purposes specified in the Call for Applicants.
2. Upon receipt, the funds will be deposited into an interest-bearing trust fund established solely for this purpose before the funds are transferred or expended for any of the purposes allowed in the Application and Budget, as approved by the CDPH. No IPP funds are to be comingled with other funds.

Signature: *Lisa Kenney*

Printed Name: Lisa Kenney

Title: Executive Director

Phone: 510-788-4412

Date: 11/19/15

Attachment 9: Evaluation Plan

In addition to answering the above questions, please provide a Proposed Evaluation Plan describing the proposed approach to evaluating the effectiveness of the CDEP. An optional template is provided in Attachment 9. Applicants may amend this template to suit their needs or choose another more suitable format. The plan should at a minimum include the following components, which are detailed in Section I.D. Goals:

- *Overarching Evaluation Approach, Key Questions and Outcome Measures*

The proposed overall evaluation approach will:

1. build on what currently exists, adapting existing data collection processes and developing new data collection processes, methods, and protocols;
2. utilize a mixed method approach, using both qualitative and quantitative data collection and analytic methods; and
3. engage the community and individuals being served in the evaluation.

The evaluation approach will leverage the data already being collected (number of people who are trained and the pre/post training questionnaire), but will enhance the data collection methods by developing a database that will allow the evaluation to track services used and link these to survey data; adding new components that will allow for an investigation into outcomes beyond the immediate changes in attitudes, knowledge and behaviors; adding components that support program improvement; and adding components that support developing an understanding of the most critical elements of the services for achieving the outcomes of interest and expanding the program over time. The evaluation design, data collection and analytic methods are driven by the logic model and theory of action described in the next sections. Because multiple schools will receive services, and services will vary in terms of intensity, the evaluation will explore differences in impacts between schools that receive more versus fewer services. This quasi-experimental design will not include random assignment into levels (or intensity) of service delivery, but will rather leverage the naturally occurring differences. While not having random assignment introduces the possibility of bias and threats to validity, statistical approaches to exploring potential threats to validity will be utilized, such as analyses of baseline status of schools, and incorporation into the analyses of variables that measure baseline differences. Findings from this evaluation will provide information to support, and a basis for, future evaluation that could incorporate random assignment.

The evaluation approach is designed to explore and answer the following evaluation questions:

1. To what degree do the training, coaching and consultation services have an impact on participants' knowledge, attitudes, and intended behaviors relative to gender expansive and transgender youth, and gender inclusivity?
2. To what degree do these changes sustain over time?
3. To what degree do these training, coaching and consultation services have an impact on school policies and procedures?

4. To what degree do these training, coaching and consultation services result in educators using gender inclusive instructional materials?
5. What characteristics of schools, or of the process of engagement with the services are most closely linked with positive outcomes? What characteristics are associated with a lack of positive outcomes?
6. What lessons can be learned about how to make these services as culturally competent as possible? What changes to the curricula or approach to schools might be needed?
7. What elements of the program are most critical to achieving the outcomes of interest and how can these elements be retained and sustained should the program expand? What else is needed to make the program as scalable as possible?

As noted above, the evaluation will use a mixed method approach, which includes both qualitative and quantitative data methods and analyses. Quantitative data will include process measures (number of people trained, using which curricula and/or types of consulting or coaching, etc.) and outcome measures which will be collected primarily via survey data (pre/post questionnaires and follow-up questionnaires). These quantitative data will help explore and demonstrate some of the intended short-term and longer-term outcomes and impacts of the programs. For both the process and outcome evaluation, qualitative data will supplement these quantitative data and provide mechanisms for delving more deeply into nuances, and explore the “how” and “why” the training, coaching and consultation works or does not work, uncovering challenges and barriers, and additional areas for program improvement.

To answer these questions, the evaluation will rely on the following key components:

1. Process Evaluation

Overall, the process evaluation will include tracking of all services, including who participated, from which schools, the number of hours of services provided, and what training, consulting, coaching services were provided, using which curricula. In addition to providing critical information about what was delivered, this information will help us do a comparative assessment of the differential impacts that may be related to dosage. For example, is providing training to more people at a school correlated with certain outcomes? Is providing hours of training to key people at a school correlated with certain outcomes? Information about who supported the implementation of the training within the school will also be tracked, and other contextual information, which will be utilized in the case studies.

2. Outcome Evaluation

To measure the outcomes of interest, the evaluation proposes the following:

Personal-Level Changes: Participants will have a greater understanding of gender, will understand the importance of gender inclusivity, and will show increased commitment to helping their school become a gender inclusive school. These changes will be measured via pre/post surveys and six-month follow-up surveys. These surveys will build upon the existing survey, and will be developed in the first months of the project with input from the advisory

group and the evaluation technical assistance provider. These surveys will also assess satisfaction with the training, coaching and/or consultation, and solicit suggestions for improvement. The six-month questionnaire with participants will explore the degree to which changes in attitudes, knowledge, and behaviors have been sustained, and the degree to which intended behaviors have become actual behaviors. The six-month follow-up questionnaire will also ask about any noticeable changes in school climate.

Structural-Level Changes: The school will be inclusive of transgender and gender expansive students in policies, forms, access to rest rooms/sports, visual images in schools. This will be measured via a review of available schools documentation on policies and forms, from before participation of school personnel in trainings and after participation, as well as from interviews with a sample of participants in the trainings, a sample of school administrators, and a sample of students. These interviews will allow for an exploration of changes in policy or forms that are underway or starting and the degree to which these kinds of efforts may be linked to the trainings/coaching/consultation provided by Gender Spectrum. Additionally, it will allow for an exploration of perceived changes in school climate, the ability of teachers and administrators to respond to the needs of gender expansive and transgender youth and any other changes that may not be readily apparent in the survey data.

Interpersonal-Level Changes: School personnel will increase their ability to proactively discuss gender, respond to verbal and physical harassment related to gender, and incorporate gender inclusive language into their everyday repertoire. School counselors will increase their ability to provide support and resources to transgender and gender expansive students. This will be measured as part of the surveys described above and in the interviews described above, as well as in interviews with a sample of school counselors and interviews with a sample of students. Interviews will explore perceptions of changes, perceptions about the value of the trainings, opportunities for improvement of the trainings, and an exploration of what other resources might be needed to support change.

Instructional-Level Changes: School personnel will use lesson plans that educate students about gender, inclusion, and intersectionality. This will be measured as part of the interviews with personnel who have participated in training, coaching and consulting, which will include questions about their use of lesson plans about gender, inclusion, and intersectionality, as well as their perceptions of how the lesson plans were received by students, and their perceptions about the degree to which the implementation of these plans generated conversation among students, supported a more accepting and welcoming environment, and other changes. Additionally, the interviews will solicit input on opportunities to improve and strengthen the curricula. The interviews with a sample of students will explore these issues as well.

3. Case Study

The evaluation also proposes case studies as a method of exploring, in a more nuanced way, the implementation of the training, coaching, and consulting services. Case studies provide a

method for gaining in-depth insight into what made the program work well, what challenges were encountered, how these were dealt with, and what program elements should be retained, changed, or expanded as a program grows and is implemented more broadly. These case studies would also focus on how the program could be scaled up or expanded.

For these case studies, a small sample of schools will be selected to participate in this more in-depth evaluation, which will include additional document review, site visits, and additional interviews. The case studies would require in-depth interviews with staff and participants, who can speak to the process of implementing the program, its successes and challenges, and the components that seem to be at the core of the success of the program. In addition, this part of the evaluation would utilize interviews with school administrators and teacher to explore the contextual factors that supported or hindered the implementation of this program at their school. Additionally, data on the cost of implementing the program will be collected. Based on this information, a case study will be developed that will be a guide for scaling up the program to more schools.

The case studies will explore in more detail some contextual data about the schools, including motivation to participate in the intervention, what the process was to get them involved, who was involved and supportive, and what barriers were encountered. The case study sites are likely to include both schools that have been highly engaged, and at least one school that has been less highly engaged, to explore differences in these schools, uncover reasons some are more engaged than others, and explore a variety of barriers and challenges that may have occurred.

Analyses and Reporting

All data will be analyzed using rigorous analytic methods, including use of Stata for quantitative data, and use of NVivo for qualitative data if needed, and use of rigorous statistical analytic methods and rigorous qualitative analytic methods.

All of these data would be analyzed and synthesized into annual reports back to Gender Spectrum for their use in improving programming, understanding the impact of programming, supporting course corrections and expansions of services, submitting their annual evaluation update report to CDPH and submitting their annual updated evaluation plan. Additionally, analyses would be shared with schools, and their feedback on recommendations would be requested.

In addition, this evaluation proposes to utilize rapid-cycle evaluation methods to feed data and findings back to Gender Spectrum leadership and staff in a timely fashion. In both the follow-up survey and in interviews, participants will be asked for suggestions for program improvement. Suggestions for program improvement will be included in a rapid-cycle evaluation process. As data are available, emerging trends and findings will be shared with leadership, staff, and Gender Spectrum Community Advisory Committee to support programmatic changes on a quarterly basis.

As noted, the entire evaluation will be guided by the Gender Spectrum Community Advisory Committee which will provide input on the evaluation questions, the evaluation methods, the survey tools and interview guides, and the analyses and development of recommendations. Findings will be reviewed by the Advisory Committee and their input on the validity of findings will be solicited.

- ***Theory of Change***

Gender Spectrum's theory of change is that if they provide educators and mental health providers with:

- Training about the complexity of gender, its impact on all students, and the legal issues attendant to gender in CA schools; and
- A framework for translating new knowledge and understanding into educators' specific practices; and
- Increased capacity to implement that framework through training colleagues, educating families and working with students;

Then, educators and other key adults in students' lives will be equipped to create gender inclusive spaces, celebrating a spectrum of gender diversity, including transgender and gender expansive students, and will be equipped to make structural, interpersonal and instructional changes related to recognizing the gender diversity of their students.

And, we will see greater levels of gender literacy and inclusion as measured by survey and interview data, observational data, and review of school policies and institutional practices. Over time, these changes will result in a more positive school climate for all students and specifically for transgender and gender expansive youth. Additionally:

- Students who are struggling with their gender identity and expression will be more able to approach adults in school and we will see more students seeking needed mental health services and other supports which will change the course of disorders and avoid misdiagnoses that may result in mistreatment and school dropouts
- Students who fall all along the gender spectrum will feel more supported and mental health problems associated with bullying and isolation – such as anxiety, depression, and suicidal ideation – will be prevented.

In turn, this will support transgender and gender expansive young people in feeling more connected to their school, leading to a decreased risk of mental illness. Cisgender young people will have a greater understanding of gender (knowledge, beliefs and attitudes) leading them to be more comfortable with their own gender expression and more likely to embrace transgender and gender expansive students. Parents/caregivers will have a greater understanding of gender (knowledge, beliefs and attitudes) leading them to be more comfortable with their own gender expression and more likely to embrace transgender and gender expansive students. All of this will work to improve students' ability to thrive

emotionally, socially and academically. While these longer-term outcomes may not be measurable within the time and scope of this project, it is a goal of Gender Spectrum to work toward measurement of these outcomes as well.

Gender Spectrum's theory of action is based in research and in years of experience working with schools, parents, teachers, community members and youth on gender identity and expression, gender expansive approaches, and helping support transformation among individuals, structures, and schools around gender.

The ultimate goals of the program are to reduce isolation, stigma, and discrimination; improve mental health; and prevent mental health concerns (or the escalation of existing concerns) among gender expansive and transgender youth. While these ultimate goals will not be measured as part of this initial evaluation, research strongly indicates that the changes described above lead to the longer-term goals noted here.

Logic Model

Target Population and Needs	Inputs	Activities	Outputs/Process	Short Term Outcomes	Medium Term Outcomes	Long Term Outcomes and Vision
<p>Target Population: Transgender and gender expansive youth, as well as the schools and communities in which they live, and the teachers, parents, and other adults who support and work with them</p> <p>Needs: Increased awareness of the importance of gender inclusivity, increased adult support for transgender and gender expansive youth; increased availability of resources for youth</p>	<p>Existing trainings, including regional trainings, consulting, and coaching</p> <p>Culturally competent staff with knowledge and skills</p> <p>Relationships with schools, regions, and communities</p>	<p>Training: Providing key concepts and information to, and address questions from, large groups of individuals, including regions.</p> <p>Coaching: Includes coaching to work with parents/caregivers, to use lesson plans and to support transgender/gen der expansive youth</p> <p>Consultation: Supports school staff to solve specific problems or situations; primarily involves focused, short-term support</p>	<p>Individual/School District Trainings, consultations, and coaching sessions are provided to at least 70 schools</p> <p>25 Regional Gender Support Team Trainings will take place in areas throughout California including schools in diverse communities and/or located in rural areas of the state</p>	<p>Personal: Participants have a greater understanding of gender</p> <p>Structural: The school is more inclusive of transgender and gender expansive students in policies, forms, access to rest rooms/sports, visual images in schools</p> <p>School personnel increase their ability to proactively discuss gender, and respond to verbal and physical harassment related to gender. Counselors increase their ability to provide support and resources to transgender and gender expansive students</p> <p>Instructional: School personnel use lessons educate students about gender, inclusion, and intersectionality</p>	<p>Transgender and gender expansive young people feel more connected to their school and have a decreased risk of mental illness</p> <p>Cisgender young people have a greater understanding of gender, and are more comfortable with their own gender expression and more likely to embrace transgender and gender expansive students</p> <p>Parents/caregivers have a greater understanding of gender and are more comfortable with their own gender expression and more likely to embrace transgender and gender expansive students</p>	<p>Schools become Centers for Wellness in the community</p> <p>Students have increased access to mental health services</p> <p>Communities are empowered to provide support to transgender and gender expansive youth</p> <p>Transgender and gender expansive youth experience reduced isolation, stigma, and discrimination and have improved mental health (prevention of mental health concerns or prevention of escalation)</p> <p>Transgender and gender expansive young people experience improved quality of life</p>

• **Timeline**

Timeline (and Evaluation Plan in Table Format)

Evaluation Task	Person Responsible	Year 1				Year 2				Year 3				Year 4				Year 5				
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Staffing																						
Train Gender Spectrum Staff on evaluation plan and data collection protocols																						
Train Gender Spectrum staff on human subjects protections																						
Engaging Stakeholders																						
Finalize stakeholder engagement plan																						
Manage, meet with, and support Community Advisory Group in providing input into and feedback on the evaluation																						
Manage, meet with, and support Advisory Group of teachers from diverse schools in providing input into and feedback on the materials and evaluation																						
Focusing the Evaluation																						
Revise and finalize evaluation plan with evaluation TA provider																						
Finalize all survey tools and focus group/interview guides																						
Finalize all protocols and consent forms																						
Submit protocol to IRB for approval																						

- ***Data Plan and Data Dictionary***

The data collection plan, as described above, includes ongoing collection of process data; collection of pre, post, and follow-up survey data from participants; collection of survey data from staff; and collection of qualitative data via focus groups with participants and interviews with staff. The data collection plan and protocol will be revised and finalized in collaboration with the statewide evaluator, and in accordance with any requirements from the Institutional Review Board. Data dictionaries will be developed as measures and data collection plans are finalized.

- ***Evaluation Staffing Model***

The proposed evaluation staffing model utilizes HMA Community Strategies evaluation experts as subcontractors to Gender Spectrum. In that capacity, HMACS will oversee the evaluation, finalize and refine the evaluation plan, develop and submit the IRB application, and finalize the data collection protocols, consent forms, survey instruments, and interview and focus group guides. HMACS staff will train Gender Spectrum staff on the evaluation plan and protocol, human subjects protections, appropriate and secure data collection methods, and the use of evaluation findings. HMACS will work closely with Gender Spectrum staff to collect data, and will serve as focus group facilitators and interviewers, to help minimize potential bias or concern from participants about sharing feedback about the successes and challenges of the program. HMACS will be responsible for conducting analyses and reporting findings to Gender Spectrum, and will be responsible for ensuring confidentiality of data. HMACS will work with Gender Spectrum staff to engage the Gender Spectrum Community Advisory Committee and solicit input and feedback from this group at all stages of the evaluation.

The HMACS team includes a PhD evaluator, as well as several master's level evaluators and community organization experts, experts in LGBT services and research, behavioral health, education, and culturally competent programming and research.

- ***Continuous Quality Improvement Plan***

The evaluation plan is designed to support rapid-cycle evaluation and continuous quality improvement. As evaluation data are available, they will be synthesized and both the synthesis and emerging recommendations will be presented back to Gender Spectrum staff and the Gender Spectrum Community Advisory Committee for their use in improvements to the programming provided to schools, changes to messaging about services and engagement processes, and for potential revisions to the evaluation plan moving forward, if emerging findings uncover additional areas of potential exploration. Additionally, as data analyses and evaluation findings are available, these may be shared with community partners as part of the process of expanding and growing the programs and services and engaging community partners in new ways (or engaging new community partners).

ABOUT HEALTH MANAGEMENT ASSOCIATES AND HMA COMMUNITY STRATEGIES

GenderSpectrum will subcontract with Health Management Associates (HMA) and HMA Community Strategies (HMACS) to provide evaluation services to fulfill the objectives of this evaluation work plan. In addition to direct hands-on evaluation services, HMACS will support GenderSpectrum staff with consultation and training services to fulfill all requirements, which building significant organizational capacity for evaluation. Details of that exact role are included in the budget narrative.

HMACS is a consulting firm specializing in the fields of program evaluation, health care program design and implementation, health economics and finance, and data analysis. HMACS has clients across the country, including the major safety net health systems, private sector providers, and local, state, and federal governments. The staff of HMACS is composed of over 150 professional health care managers and analysts with experience in the health and human services fields, including senior staff with long experience in clinical, administrative, and policy leadership roles.

In HMA's 30 year history, we have conducted scores of evaluations in the areas of primary and specialty care, chronic disease prevention, physical and behavioral health, public health, social determinants of health, and across multiple health care systems across the country. We have extensive experience in mixed-method, cross-site evaluation and have expertise in both quantitative and qualitative methods and analyses to help our clients answer their research and evaluation questions. We have formulated complex research designs, and have expertise in development of logic models and theories of action, survey instrument design and testing, and qualitative data collection and analyses. We have analyzed community-wide systems, collecting data through structured interviews, surveys, focus groups, independent observation, record reviews, site visits and literature reviews. We are experienced at synthesizing data into detailed findings and actionable recommendations for program and initiative improvement. Our analytics and evaluations make use of dashboards and other graphic representations of complex data and concepts, including GIS mapping techniques. We have designed and conducted collective impact evaluations and have deep and direct experience in how they can build the capacity of communities and organizations to implement strategic plans for health improvement. We are experienced in providing strong leadership and support to communities in developing key measures, collecting data, and understanding how to use the results so they may learn more about their impact and ways to use the information to powerfully make program and strategy improvements.

Building on its core expertise, HMA developed the integrated specialty operating division HMACS to serve the special needs of community-based partners in the field working to develop healthy, equitable and sustainable communities. Born out of a growing recognition that healthier people and communities require new partnerships and resources to address social determinants of health, HMACS has a breadth of experience in cultivating multi-sector partnerships that span issues of food and nutrition, education, housing, the environment, social equality, economic security and safety. The Community Strategies team works as a fully

integrated part of HMACS to bring expertise from the front lines of health and human services to stakeholders advancing community goals including foundations, nonprofit agencies, cities, counties, local municipalities, state agencies and groups of individuals with shared goals of community health.

HMACS has the ability to leverage the full depth and breadth of the independent, national research and consulting firm's resources. We help clients effectively leverage data and information. HMACS believes in the power of evaluation. We have the resources and expertise to help foundations, nonprofits, and government agencies plan, design, and execute sound, feasible, actionable evaluations that make the most of scarce resources.

HMACS staff are experts at turning data and information into useful, actionable findings and recommendations designed to refine, improve and measure the impact of funding strategies; evaluating individual programs and broad initiatives; and promoting replication and dissemination of programs and strategies. Having supported many clients in their evaluations, HMACS staff are adept at understanding the right evaluation questions to ask, the right data to answer those questions, and how to best collect, manage, and analyze that data to determine the impact of programs and services.

At HMACS we work as partners with organizations. Our goal is to provide quality evaluation services and build the internal capacity of our partner organizations to conduct evaluations in the future. Ultimately, we work to most effectively leverage and utilize evaluation results to meet the goals of our clients.

HMACS has been selected by Gender Spectrum as its evaluation provider in the California Reducing Disparities Project grant. In order to carry out a robust evaluation of the CDEP, HMACS has assembled a team with expertise in the LGBT community, mental health, social services and program evaluation. Bios and resumes of the selected team are included below.

Marci Eads, Managing Principal

Marci Eads, PhD, Managing Principal, has nearly 15 years of experience in applied research and evaluation, health policy and program development, and strategic planning within the health care and behavioral health environments, with a specific focus on research and evaluation on issues faced by LGBT communities, including her dissertation research, needs assessments within LGBT communities, research on transgender health care access, research on violence against transgender individuals, and research on gender transformative programming.

Her work is utilization-focused and participatory, with a goal of providing clients with immediately useful results and recommendations to assist them in planning, implementing, and improving policies and programs. She has worked with clients on health care reform, integration of care systems, including behavioral and physical health and systems of care for dual eligible clients, and on a variety of public health issues, including health disparities related to gender, race, and sexual orientation; economic security; reproductive health; and physical

and sexual violence prevention, and gender transformative programming, particularly for under-resourced communities.

Recently Marci oversaw the adaptation, implementation, and evaluation of ¡Cuidate! (a CDC evidence-based program) and Promundo International's Program Mujeres to promote more effective reproductive health programming among young, at-risk Latinas. Additionally, she has trained staff at nonprofit organizations across the country that provide programming to girls and young women about the relationships between health outcomes and gender roles, norms, and expectations, and gender transformative programming. She helped develop and is testing the efficacy of a gender transformative program designed to keep girls engaged in science, technology, engineering, and math (STEM). She serves as an expert consultant to TrueChild, a national nonprofit organization that helps donors, policy-makers and practitioners become more aware of the connections between race, class and gender, and how these affect at-risk communities, including communities of color, LGBT communities, and low-income communities.

Prior to joining HMA, Dr. Eads was the lead on dozens of policy, program development, research, training, and evaluation projects, including large multi-year federal, state, and foundation-supported projects. For the State of Colorado, she directed multiple Medicaid reform initiatives, as well as the dual eligibles integration effort, directed data and evaluation efforts for the Division of Behavioral Health, and served as a rates analyst. Since joining HMA, she has worked with the Colorado Department of Human Services and Department of Health Care Policy and Financing on waiver redesign efforts, providing facilitation, research, and strategic guidance to the staff and work group focused on the needs of adults with developmental disabilities. Additionally, she has supported health care system redesign efforts in Iowa, including helping the state write its State Healthcare Innovation Plan, and has been a core member of a team providing technical and leadership support to large, complex health care organizations that are working toward developing more patient-centered care delivery systems.

Dr. Eads has taught graduate statistics, research methods, and program evaluation for over ten years at the University of Colorado, and served as a Senior Fellow with the Buechner Institute for Governance. She received her B.A. from DePauw University and her Ph.D. from University of Colorado.

John O'Connor, Principal

John O'Connor will serve as the Project Manager for the project in collaboration with the expert HMA CS team. O'Connor is a seasoned executive who has been working throughout California for many years with extensive management, program, strategy and advocacy experience across sectors. He has over 18 years in cause-related work in predominantly LGBT organizations and a strong record of playing leadership roles in program development and evaluation.

O'Connor, in his work at HMA, is focused on supporting community stakeholders of all types to connect, to plan strategically and to do whatever it takes to make their programs more successful and bring them to scale. As a nonprofit executive, O'Connor brings the tenacity required to problem solve in the face of enormous challenges and is known for being action and results oriented. Evidence of moving organizations from planning to implementation can be seen across his career and quite clearly in his two most recent endeavors. As the executive director of Equality California and the Equality California Institute, O'Connor brought stability to the struggling organizations and repositioned them to, among other things, focus more effectively on LGBT community health and wellness. As the executive director of the LGBT Community Center of the Desert, O'Connor led a complete repositioning of the organization with strong results. One notable accomplishment under his leadership was the multi-year grant funding and expansion of mental health counseling services for the LGBT community.

Gina Lasky, PhD, Project Manager, HMA CS

Gina Lasky, is a licensed psychologist with 16 years of hands-on experience in the behavioral health public sector. Clinically, she has worked in numerous non-profit community based organizations, a public hospital, and one of the State of Colorado's hospitals.

In the last two years, Gina has consulted with organizations nationally about behavioral health system design, integration of behavioral health and primary care, and team development. In that work, she has helped numerous healthcare providers use evaluation data to change their delivery of health care. Projects have included: assisting health systems identify appropriate clinical outcomes for integrated primary and behavioral health care, as well as the process for implementing screening tools and evaluating outcomes; case study evaluation of effective elements of integrated care teams; evaluation of risk assessment protocol at a state hospital; and using research on healthcare provider stigma to educate providers about how to more effectively engage vulnerable populations in tobacco cessation and obesity management. In 2011, Gina served as director of Behavioral Health for Axis Health System. This community behavioral health agency, serving five rural counties in Colorado, was transforming into an integrated healthcare organization. She and the director of psychiatry led the opening and development of an integrated care clinic. Gina helped design the process for evaluation of clinical outcomes and implemented standard screening across all service lines. In addition, as the director of an acute treatment unit, crisis services in five counties, and outpatient behavioral health, she oversaw clinical program development, and quality improvements including clinical outcome evaluation.

Gina completed a fellowship in Public Sector Psychology Administration and Evaluation at the University of Colorado, School of Medicine and had the opportunity as part of this training to work at the Colorado Department of Human Services-Office of Behavioral Health. In this role, she oversaw the statewide consumer satisfaction surveys (Mental Health Statistical Improvement Project and Youth Services Survey for Families) implementation and analysis. She also assisted in the design and implementation of evidence-based fidelity reviews for three

Individual placement and support employment and education programs across the state. Gina is currently pursuing a master's in public leadership with a specialization in multi-sector management at George Washington University.

Chris Armijo, Senior Associate HMACS

Chris Armijo has worked in equity in several areas including epidemiological research, cancer prevention research and education, tobacco policy and education, community needs assessments, teen sexuality research, diabetes research, providing training and technical assistance to community based and health care organizations in the areas of cultural competency, evaluation, and health disparities. Chris serves on Board of Directors for The Susan G. Komen Colorado Affiliate and is the Chair of the Colorado Department of Public Health and Environment's Health Equity Commission. His fellowships include the National Cancer Institute's Center to Reduce Cancer Health Disparities, Regional Institute for Health and Environmental Leadership and the Bighorn Leadership Program. In his previous role as a Program Officer at The Colorado Trust he developed and managed strategies related to building health equity capacity within nonprofit organizations, implementing the Health Equity Learning Series which brought national experts to Colorado and the Health Equity Advocacy strategy which sought to create health advocacy capacity among nonprofits in Colorado. Chris has a bachelor's degree from the University of Colorado at Boulder and a master's degree from the University of Colorado Health Sciences Center.

Robyn Odendahl, Associate, HMACS

Robyn Odendahl brings ten years of experience in the public and nonprofit sector conducting stakeholder engagement, needs assessments, research and evaluation, strategic planning, and project management. She has worked on a variety of issue areas including health, environment, social services, and education. She is skilled in synthesizing stakeholder input and data into immediately useful content, including reports and toolkits, as well as long term recommendations, to improve program implementation, policy, and programs.

At Health Management Associates Community Strategies, Robyn serves as a project manager, researcher, and data analyst. Many of her projects require multi-method evaluation and statistical analysis to measure and track change in the fields of behavioral health, social services, and healthcare. Robyn has extensive experience collecting and analyzing interview and survey qualitative data, managing the evaluation process and helping organizations build the capacity to conduct their own evaluations.

Prior to joining HMA, she worked for North Range Behavioral Health directing evaluation efforts for evidence-based youth substance use prevention programs, including a social norm campaign, social marketing campaign, and coalition facilitation. To measure the impact the programs had on changing the risk and protective factors of youth, she designed and administered a culturally sensitive parent survey, administered the Healthy Kids Colorado Survey, conducted youth and parent focus groups, and collected secondary data to inform a community needs assessment. Robyn's experience also includes working for Environmental Defense Fund as its Corporate Partnerships Program's coordinator and financial analyst for

several years in Washington D.C. and Boston, MA.

Robyn earned a master's in public administration from the University of Colorado, focusing on nonprofit organizational management, including coursework in organizational change, leadership, strategic planning, evaluation, and data analysis for decision-makers. She is a Certified Prevention Specialist in Colorado. She has a Bachelors in Science from New York State University, College at Geneseo.

Jackie Laundon, MA, Junior Associate

Junior Associate at HMA CS, provides research, evaluation, and writing support to the HMA CS team. Prior to joining HMA Community Strategies, Jackie worked at the Colorado Department of Public Health and Environment, primarily working for the Title X Family Planning program, and the state Breast and Cervical Cancer Program. At HMA, she has helped facilitate stakeholder meetings, conduct key informant interviews, and convene focus groups. Jackie also is adept at conducting literature reviews and analyzing ongoing initiatives around the country. She received her M.A. in International Security Studies from the Josef Korbel School of International Studies at the University of Denver, and her B.A. in International Studies and French from Randolph-Macon College. Prior to graduate school, Jackie taught English in a high school in France.

Bethany C. Pace-Danley, BSW, MA, Research Assistant

Bethany C. Pace-Danley has a degree in social welfare from the University of Kansas. She has a master's degree in curriculum and instruction with a focus on urban education from the University of Denver. Bethany's experience with vulnerable and low-income students and families enriches her capacity for analysis of service systems with an on-the-ground understanding of the deficits that effect students and families who experience poverty. Bethany is passionate about holistic care for children and families.

Task	HMACS staff person	Year 1					Year 2					Year		
		Y1Q1	Y1Q2	Y1Q3	Y1Q4	Y1Q4	Y2Q1	Y2Q2	Y2Q3	Y2Q4	Y3Q1	Y3Q2	Y3Q3	
Project Management*	Marci Eads	\$ 252	\$ 252	\$ 252	\$ 252	\$ 252	\$ 126	\$ 126	\$ 126	\$ 126	\$ 126	\$ 126	\$ 126	
Project Management	John O'Connor	\$ 1,785	\$ 1,785	\$ 1,785	\$ 1,785	\$ 1,785	\$ 893	\$ 893	\$ 893	\$ 893	\$ 893	\$ 893	\$ 893	
Project Management	Robyn Odendahl	\$ 50	\$ 50	\$ 50	\$ 50	\$ 50	\$ 25	\$ 25	\$ 25	\$ 25	\$ 25	\$ 25	\$ 25	
Project Management	Jackie Laundon	\$ 782	\$ 782	\$ 782	\$ 782	\$ 782	\$ 391	\$ 391	\$ 391	\$ 391	\$ 391	\$ 391	\$ 391	
Project Management	Gina Lasky	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Focusing the Evaluation*	Marci Eads	\$ 2,520	\$ 2,520	\$ 2,520	\$ 2,520	\$ 2,520	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Focusing the Evaluation	John O'Connor	\$ 840	\$ 840	\$ 840	\$ 840	\$ 840	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Focusing the Evaluation	Robyn Odendahl	\$ 3,548	\$ 3,548	\$ 3,548	\$ 3,548	\$ 3,548	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Focusing the Evaluation	Jackie Laundon	\$ 638	\$ 638	\$ 638	\$ 638	\$ 638	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Focusing the Evaluation	Gina Lasky	\$ 480	\$ 480	\$ 480	\$ 480	\$ 480	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
IRB application and Human														
Subjects Training*	Marci Eads	\$ -	\$ 1,680	\$ 1,680	\$ 1,680	\$ 1,680	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
IRB application and Human	John O'Connor	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Subjects Training	Robyn Odendahl	\$ -	\$ 2,640	\$ 2,640	\$ 2,640	\$ 2,640	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
IRB application and Human	Jackie Laundon	\$ -	\$ 450	\$ 450	\$ 450	\$ 450	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Subjects Training	Gina Lasky	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Engage Stakeholders*	Marci Eads	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Engage Stakeholders	John O'Connor	\$ 588	\$ 588	\$ 588	\$ 588	\$ 588	\$ 294	\$ 294	\$ 294	\$ 294	\$ 294	\$ 294	\$ 294	
Engage Stakeholders	Robyn Odendahl	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Engage Stakeholders	Jackie Laundon	\$ 270	\$ 270	\$ 270	\$ 270	\$ 270	\$ 135	\$ 135	\$ 135	\$ 135	\$ 135	\$ 135	\$ 135	
Engage Stakeholders	Gina Lasky	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Collect Data (Gather credible evidence)*	Marci Eads	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42	\$ 126	\$ 126	\$ 126	\$ 126	\$ 126	\$ 126	\$ 126	
Collect Data (Gather credible evidence)	John O'Connor	\$ 224	\$ 224	\$ 224	\$ 224	\$ 224	\$ 672	\$ 672	\$ 672	\$ 672	\$ 672	\$ 672	\$ 672	
Collect Data (Gather credible evidence)	Robyn Odendahl	\$ 462	\$ 462	\$ 462	\$ 462	\$ 462	\$ 1,386	\$ 1,386	\$ 1,386	\$ 1,386	\$ 1,386	\$ 1,386	\$ 1,386	

15-10649: LGBTQ Implementation Pilot Projects | Gender Spectrum

yr 3	Year 4					Year 5					Total
	Y3Q3	Y3Q4	Y4Q1	Y4Q2	Y4Q3	Y4Q4	Y5Q1	Y5Q2	Y5Q3	Y5Q4	
\$ 126	\$ 126	\$ 126	\$ 126	\$ 126	\$ 126	\$ 210	\$ 210	\$ 210	\$ 210	\$ 210	\$ 3,360
\$ 893	\$ 893	\$ 893	\$ 893	\$ 893	\$ 893	\$ 1,488	\$ 1,488	\$ 1,488	\$ 1,488	\$ 1,488	\$ 23,800
\$ 25	\$ 25	\$ 25	\$ 25	\$ 25	\$ 25	\$ 41	\$ 41	\$ 41	\$ 41	\$ 41	\$ 660
\$ 391	\$ 391	\$ 391	\$ 391	\$ 391	\$ 391	\$ 652	\$ 652	\$ 652	\$ 652	\$ 652	\$ 10,425
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,080
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,360
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 14,190
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,550
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,920
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,360
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,280
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 900
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 294	\$ 294	\$ 294	\$ 294	\$ 294	\$ 294	\$ 490	\$ 490	\$ 490	\$ 490	\$ 490	\$ 7,840
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 135	\$ 135	\$ 135	\$ 135	\$ 135	\$ 135	\$ 225	\$ 225	\$ 225	\$ 225	\$ 225	\$ 3,600
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 126	\$ 126	\$ 84	\$ 84	\$ 84	\$ 84	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42	\$ 1,680
\$ 672	\$ 672	\$ 448	\$ 448	\$ 448	\$ 448	\$ 224	\$ 224	\$ 224	\$ 224	\$ 224	\$ 8,960
\$ 1,386	\$ 1,386	\$ 924	\$ 924	\$ 924	\$ 924	\$ 462	\$ 462	\$ 462	\$ 462	\$ 462	\$ 18,480

15-10649: LGBTQ Implementation Pilot Projects | Gender Spectrum

\$ 675	\$ 675	\$ 450	\$ 450	\$ 450	\$ 450	\$ 450	\$ 225	\$ 225	\$ 225	\$ 225	\$ 9,000
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
\$ 56	\$ 56	\$ 84	\$ 84	\$ 84	\$ 84	\$ 84	\$ 70	\$ 70	\$ 70	\$ 70	1,120
\$ 224	\$ 224	\$ 336	\$ 336	\$ 336	\$ 336	\$ 336	\$ 280	\$ 280	\$ 280	\$ 280	4,480
\$ 726	\$ 726	\$ 1,089	\$ 1,089	\$ 1,089	\$ 1,089	\$ 1,089	\$ 908	\$ 908	\$ 908	\$ 908	14,520
\$ 300	\$ 300	\$ 450	\$ 450	\$ 450	\$ 450	\$ 450	\$ 375	\$ 375	\$ 375	\$ 375	6,000
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
\$ 112	\$ 112	\$ 448	\$ 448	\$ 448	\$ 448	\$ 448	\$ 336	\$ 336	\$ 336	\$ 336	4,480
\$ 532	\$ 532	\$ 2,128	\$ 2,128	\$ 2,128	\$ 2,128	\$ 2,128	\$ 1,596	\$ 1,596	\$ 1,596	\$ 1,596	21,280
\$ 594	\$ 594	\$ 2,376	\$ 2,376	\$ 2,376	\$ 2,376	\$ 2,376	\$ 1,782	\$ 1,782	\$ 1,782	\$ 1,782	23,760
\$ 368	\$ 368	\$ 1,470	\$ 1,470	\$ 1,470	\$ 1,470	\$ 1,470	\$ 1,103	\$ 1,103	\$ 1,103	\$ 1,103	14,700
\$ 12	\$ 12	\$ 48	\$ 48	\$ 48	\$ 48	\$ 48	\$ 36	\$ 36	\$ 36	\$ 36	480
\$ 425	\$ 425	\$ 425	\$ 425	\$ 425	\$ 425	\$ 425	\$ 425	\$ 425	\$ 425	\$ 425	5,100
\$ 425	\$ 425	\$ 425	\$ 425	\$ 425	\$ 425	\$ 425	\$ 425	\$ 425	\$ 425	\$ 425	5,100
		\$ 1,050									4,200
											-
											\$ 234,665

15-10649: LGBTQ Implementation Pilot Projects | Gender Spectrum

Key	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
Project Management	30%	15%	15%	15%	25%	100%
Focusing the Effort	100%					100%
IRB Application	100%					100%
Engage Stakeholders	30%	15%	15%	15%	25%	100%
Collect Data (Qualitative)	10%	30%	30%	20%	10%	100%
Analyze Data	10%	15%	20%	30%	25%	100%
Write Up and Dissemination	10%	10%	10%	40%	30%	100%

Travel	Total	Number of Trips	Price Per Trip
John O'Connor	\$ 5,100	12	\$ 425
Jackie Laundo	\$ 5,100	12	\$ 425
Robyn Odenda	\$ 4,200	4	\$ 1,050
Marci Eads	\$ -	1	\$ -

15-10649: LGBTQ Implementation Pilot Projects | Gender Spectrum

INTERNAL REVENUE SERVICE

DEPARTMENT OF THE TREASURY

P. O. BOX 2508

CINCINNATI, OH 45201

Date:

APR 24 2009

GENDER SPECTRUM CHARITABLE FUND

C/O ADLER & COLVIN

AMY RODRIGUEZ

235 MONTGOMERY ST STE 1220

SAN FRANCISCO, CA 94104

Employer Identification Number:

41-2253091

DLN:

17053205335038

Contact Person:

MS. MEDINA

ID# 52444

Contact Telephone Number:

(877) 829-5500

Accounting Period Ending:

December 31

Public Charity Status:

170(b)(1)(A)(vi)

Form 990 Required:

YES

Effective Date of Exemption:

September 17, 2007

Contribution Deductibility:

YES

Addendum Applies:

NO

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

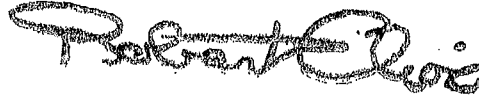
Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

15-10649: LGBTQ Implementation Pilot Projects²] Gender Spectrum

GENDER SPECTRUM CHARITABLE FUND

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in black ink, appearing to read "Robert Choi". The signature is stylized with a large, looped initial "R" and a cursive "C".

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Publication 4221-PC

CRDP Implementation Pilot Projects Budget Template				
Program Budget Overview		Original Budget	Revised Budget (if applicable)	Description
A. Personnel		\$696,500		Staff Salaries, benefits
B. Direct Costs		\$86,400		Program operating expenses (travel, supplies, etc.)
C. Indirect Costs (rent excluded)		\$117,436		Maximum 15% of Direct Costs + Personnel
D. Subcontractors		\$0		Please describe:
Total Program Budget		\$900,336		-
Evaluation Budget Overview		Original Budget	Revised Budget (if applicable)	Description
A. Personnel		\$0		Staff Salaries, benefits
B. Direct Costs		\$5,000		Program operating expenses (travel, supplies, etc.)
C. Indirect Costs (rent excluded)		\$0		Maximum 15% of Direct Costs + Personnel
D. Subcontractors		\$234,664		Please describe: HIMA Community Strategies
Total Evaluation Budget		\$239,664		
Budget Grand Total		\$1,140,000		

\$1,140,000

CRDP Implementation Pilot Projects Budget Template			
Grantee Name:		Gender Spectrum	
Contract Number:		16-10528	
Vendor Number:			
Yr 1 Program Budget Overview	Original Budget	Revised Budget (if applicable)	Description
A. Personnel	\$142,000		Staff Salaries, benefits
B. Direct Costs	\$11,102		Program operating expenses (travel, supplies, etc.)
C. Indirect Costs (rent excluded)	\$22,965		Maximum 15% of Direct Costs + Personnel
D. Subcontractors	\$0		Please describe:
Annual Program Budget	\$176,067		
Yr 1 Evaluation Budget Overview	Original Budget	Revised Budget (if applicable)	Description
A. Personnel	\$0		Staff Salaries, benefits
B. Direct Costs	\$5,000		Program operating expenses (travel, supplies, etc.)
C. Indirect Costs (rent excluded)	\$0		Maximum 15% of Direct Costs + Personnel
D. Subcontractors	\$46,933		Please describe: HMA Community Strategies
Annual Evaluation Budget	\$51,933		
Annual Budget Grand Total	\$228,000		

CRDP Implementation Pilot Projects Budget Template			
Grantee Name:	Gender Spectrum		
Contract Number:	16-10528		
Vendor Number:			
Yr 2 Program Budget Overview	Original Budget	Revised Budget (If applicable)	Description
A. Personnel	\$144,000		Staff Salaries, benefits
B. Direct Costs	\$13,450		Program operating expenses (travel, supplies, etc.)
C. Indirect Costs (rent excluded)	\$23,618		Maximum 15% of Direct Costs + Personnel
D. Subcontractors	\$0		Please describe:
Annual Program Budget	\$181,068		
Yr 2 Evaluation Budget Overview	Original Budget	Revised Budget (If applicable)	Description
A. Personnel	\$0		Staff Salaries, benefits
B. Direct Costs	\$0		Program operating expenses (travel, supplies, etc.)
C. Indirect Costs (rent excluded)	\$0		Maximum 15% of Direct Costs + Personnel
D. Subcontractors	\$46,932		Please describe: HMA Community Strategies
Annual Evaluation Budget	\$46,932		
Annual Budget Grand Total	\$228,000		

CRDP Implementation Pilot Projects Budget Template			
Grantee Name:		Gender Spectrum	
Contract Number:		16-10528	
Vendor Number:			
Yr 3 Program Budget Overview			
	Original Budget	Revised Budget (If applicable)	Description
A. Personnel	\$140,000		Staff Salaries, benefits
B. Direct Costs	\$17,450		Program operating expenses (travel, supplies, etc.)
C. Indirect Costs (rent excluded)	\$23,618		Maximum 15% of Direct Costs + Personnel
D. Subcontractors	\$0		Please describe:
Annual Program Budget	\$181,068		
Yr 3 Evaluation Budget Overview			
	Original Budget	Revised Budget (If applicable)	Description
A. Personnel	\$0		Staff Salaries, benefits
B. Direct Costs	\$0		Program operating expenses (travel, supplies, etc.)
C. Indirect Costs (rent excluded)	\$0		Maximum 15% of Direct Costs + Personnel
D. Subcontractors	\$46,932		Please describe: HMA Community Strategies
Annual Evaluation Budget	\$46,932		
Annual Budget Grand Total	\$228,000		

CRDP Implementation Pilot Projects Budget Template			
Grantee Name:		Gender Spectrum	
Contract Number:		16-10528	
Vendor Number:			
Yr 4 Program Budget Overview			
	Original Budget	Revised Budget (if applicable)	Description
A. Personnel	\$135,000		Staff Salaries, benefits
B. Direct Costs	\$22,450		Program operating expenses (travel, supplies, etc.)
C. Indirect Costs (rent excluded)	\$23,618		Maximum 15% of Direct Costs + Personnel
D. Subcontractors	\$0		Please describe:
Annual Program Budget	\$181,068		
Yr 4 Evaluation Budget Overview			
	Original Budget	Revised Budget (if applicable)	Description
A. Personnel	\$0		Staff Salaries, benefits
B. Direct Costs	\$0		Program operating expenses (travel, supplies, etc.)
C. Indirect Costs (rent excluded)	\$0		Maximum 15% of Direct Costs + Personnel
D. Subcontractors	\$46,932		Please describe: HMA Community Strategies
Annual Evaluation Budget	\$46,932		
Annual Budget Grand Total	\$228,000		

CRDP Implementation Pilot Projects Budget Template			
Grantee Name:		Gender Spectrum	
Contract Number:		16-10528	
Vendor Number:			
Yr 5 Program Budget Overview	Original Budget	Revised Budget (If applicable)	Description
A. Personnel	\$135,500		Staff Salaries, benefits
B. Direct Costs	\$21,948		Program operating expenses (travel, supplies, etc.)
C. Indirect Costs (rent excluded)	\$23,617		Maximum 15% of Direct Costs + Personnel
D. Subcontractors	\$0		Please describe:
Annual Program Budget	\$181,065		-
Yr 5 Evaluation Budget Overview	Original Budget	Revised Budget (If applicable)	Description
A. Personnel	\$0		Staff Salaries, benefits
B. Direct Costs	\$0		Program operating expenses (travel, supplies, etc.)
C. Indirect Costs (rent excluded)	\$0		Maximum 15% of Direct Costs + Personnel
D. Subcontractors	\$46,935		Please describe: HMA Community Strategies
Annual Evaluation Budget	\$46,935		
Annual Budget Grand Total	\$228,000		

Exhibit B
Budget Detail and Payment Provisions

1. Invoicing and Payment

A. Upon completion of project activities as provided in Exhibit A Grant Application, and upon receipt and approval of the invoices, the State agrees to reimburse the Grantee for activities performed and expenditures incurred in accordance with the costs specified herein.

B. Invoices shall include the Grant Number and shall be submitted in triplicate not more frequently than monthly in arrears to:

California Department of Public Health
Cullen Fowler-Riggs
Office of Health Equity
MS 0022
P.O. Box 997377
Sacramento, CA 95899-7377

C. Invoices shall:

- 1) Be prepared on Grantee letterhead. If invoices are not on produced letterhead invoices must be signed by an authorized official, employee or agent certifying that the expenditures claimed represent activities performed and are in accordance with Exhibit A Grant Application under this Grant.
- 2) Bear the Grantee's name as shown on the Grant.
- 3) Identify the billing and/or performance period covered by the invoice.
- 4) Itemize costs for the billing period in the same or greater level of detail as indicated in this Grant. Subject to the terms of this Grant, reimbursement may only be sought for those costs and/or cost categories expressly identified as allowable and approved by CDPH.

2. Budget Contingency Clause

A. It is mutually agreed that if the Budget Act of the current year and/or any subsequent years covered under this Agreement does not appropriate sufficient funds for the program, this Agreement shall be of no further force and effect. In this event, the State shall have no liability to pay any funds whatsoever to Grantee or to furnish any other considerations under this Agreement and Grantee shall not be obligated to fulfill any provisions of this Agreement.

B. If funding for any fiscal year is reduced or deleted by the Budget Act for purposes of this program, the State shall have the option to either cancel this Agreement with no liability occurring to the State, or offer an agreement amendment to Grantee to reflect the reduced amount.

3. Prompt Payment Clause

Payment will be made in accordance with, and within the time specified in, Government Code Chapter 4.5, commencing with Section 927.

Exhibit B
Budget Detail and Payment Provisions

4. Amounts Payable

- A. The amounts payable under this Grant shall not exceed:
 - 1) \$1,140,000 for the Grant period of 02/1/17 through 04/30/22. The Grantee will submit an annual budget for CDPH approval for the term of this grant.
- B. Payment allocation shall be made for allowable expenses up to the amount encumbered commensurate with the state fiscal year in which services are performed and/or goods are received.

5. Advance Payments

- A. Advance payments require a plan to establish control procedures to be approved in advance by the Department of Finance, and must include a procedure for determining whether an advance payment is essential for the effective implementation of the program.
- B. Advance payments may be requested annually up to 25% of each annual budget by submitting an invoice for the amount of the advance. Grantor must liquidate or offset the amount of the advance with invoices before the end of each budget year/period. Regular payments thereafter, may be requested not more frequently than once per month in arrears.
- C. If an amendment increases the annual budget total, CDPH may advance up to 25% of any increase. If an amendment decreases the annual budget total, Grantor agrees to remit to CDPH the appropriate pro-rata share of any funds already advanced and shall do so within thirty (30) calendar days of receiving a re-payment request from CDPH.
- D. Grantor agrees to remit any unexpended advance payment balance to CDPH within forty-five (45) calendar days following the submission of the Grantee's final invoice.

6. Timely Submission of Final Invoice

- A. A final undisputed invoice shall be submitted for payment no more than sixty (60) calendar days following the expiration or termination date of this Grant, unless a later or alternate deadline is agreed to in writing by the program grant manager. Said invoice should be clearly marked "Final Invoice", indicating that all payment obligations of the State under this Grant have ceased and that no further payments are due or outstanding.
- B. The State may, at its discretion, choose not to honor any delinquent final invoice if the Grantee fails to obtain prior written State approval of an alternate final invoice submission deadline.

7. Travel and Per Diem Reimbursement

Any reimbursement for necessary travel and per diem shall be at the rates currently in effect as established by the California Department of Human Resources (CalHR).

EXHIBIT C

STANDARD GRANT CONDITIONS

1. **APPROVAL:** This Grant is of no force or effect until signed by both parties and approved by the Department of General Services, if required. The Grantee may not commence performance until such approval has been obtained.
2. **AMENDMENT:** No amendment or variation of the terms of this Grant shall be valid unless made in writing, signed by the parties, and approved as required. No oral understanding or Agreement not incorporated in the Grant is binding on any of the parties. In no case shall the Department materially alter the scope of the Project set forth in Exhibit A.
3. **ASSIGNMENT:** This Grant is not assignable by the Grantee, either in whole or in part, without the written consent of the Grant Manager in the form of a written amendment to the Grant.
4. **AUDIT:** Grantee agrees that the Department, the Bureau of State Audits, or their designated representative shall have the right to review and to copy any records and supporting documentation pertaining to this Grant. Grantee agrees to maintain such records for a possible audit for a minimum of three (3) years after final payment or completion of the project funded with this Grant, unless a longer period of records retention is stipulated. Grantee agrees to allow the auditor(s) access to such records during normal business hours and to allow interviews of any employees who might reasonably have information related to such records. Further, Grantee agrees to include a similar right of the State to audit records and interview staff in any subcontract related to the project.
5. **CONFLICT OF INTEREST:** Grantee certifies that it is in compliance with all applicable state and/or federal conflict of interest laws.
6. **INDEMNIFICATION:** Grantee agrees to indemnify, defend and save harmless the State, its officers, agents and employees from any and all claims and losses accruing or resulting to any and all contractors, subcontractors, suppliers, laborers, and any other person, firm or corporation furnishing or supplying work services, materials, or supplies in connection with the project, and from any and all claims and losses accruing or resulting to any person, firm or corporation who may be injured or damaged by Grantee in the performance of any activities related to the Project.
7. **FISCAL MANAGEMENT SYSTEMS AND ACCOUNTING STANDARDS:** Grantee agrees that, at a minimum, its fiscal control and accounting procedures will be sufficient to permit tracing of all grant funds to a level of expenditure adequate to establish that such funds have not been used in violation of any applicable state or federal law, or the provisions of this Grant. Grantee further agrees that it will maintain separate Project accounts in accordance with generally accepted accounting principles.
8. **GOVERNING LAW:** This Grant is governed by and shall be interpreted in accordance with the laws of the State of California.

- 9. INCOME RESTRICTIONS:** Grantee agrees that any refunds, rebates, credits, or other amounts (including any interest thereon) accruing to or received by the Grantee under this Grant shall be paid by the Grantee to the Department, to the extent that they are properly allocable to costs for which the Grantee has been reimbursed by the Department under this Grant.
- 10. INDEPENDENT ACTOR:** Grantee, and its agents and employees of Grantee, in the performance of the Project, shall act in an independent capacity and not as officers, employees or agents of the Department.
- 11. MEDIA EVENTS:** Grantee shall notify the Department's Grant Manager in writing at least twenty (20) working days before any public or media event publicizing the accomplishments and/or results of the Project and provide the opportunity for attendance and participation by Department's representatives.
- 12. NO THIRD-PARTY RIGHTS:** The Department and Grantee do not intend to create any rights or remedies for any third- party as a beneficiary of this Grant or the project.
- 13. NOTICE:** Grantee shall promptly notify the Department's Grant Manager in writing of any events, developments or changes that could affect the completion of the project or the budget approved for this Grant.
- 14. PROFESSIONALS:** Grantee agrees that only licensed professionals will be used to perform services under this Grant where such services are called for.
- 15. RECORDS:** Grantee certifies that it will maintain Project accounts in accordance with generally accepted accounting principles. Grantee further certifies that it will comply with the following conditions for a grant award as set forth in the Request for Applications (Exhibit D) and the Grant Application (Exhibit A).
- A. Establish an official file for the Project which shall adequately document all significant actions relative to the Project;
 - B. Establish separate accounts which will adequately and accurately depict all amounts received and expended on this Project, including all grant funds received under this Grant;
 - C. Establish separate accounts which will adequately depict all income received which is attributable to the Project, especially including any income attributable to grant funds disbursed under this Grant;
 - D. Establish an accounting system which will adequately depict final total costs of the Project, including both direct and indirect costs; and,
 - E. Establish such accounts and maintain such records as may be necessary for the state to fulfill federal reporting requirements, including any and all reporting requirements under federal tax statutes or regulations.
- 16. RELATED LITIGATION:** Under no circumstances may Grantee use funds from any disbursement under this Grant to pay for costs associated with any litigation between the Grantee and the Department.

17. RIGHTS IN DATA: Grantee and the Department agree that all data, plans, drawings, specifications, reports, computer programs, operating manuals, notes, and other written or graphic work submitted under Exhibit A in the performance of the Project funded by this Grant shall be in the public domain. Grantee may disclose, disseminate and use in whole or in part, any final form data and information received, collected, and developed under this Project, subject to appropriate acknowledgment of credit to the Department for financial support. Grantee shall not utilize the materials submitted to the Department (except data) for any profit making venture or sell or grant rights to a third-party who intends to do so. The Department has the right to use submitted data for all governmental purposes.

18. VENUE: The Department and Grantee agree that any action arising out of this Grant shall be filed and maintained in the Superior Court, California. Grantee waives any existing sovereign immunity for the purposes of this Grant, if applicable.

19. STATE-FUNDED RESEARCH GRANTS:

- A. Grantee shall provide for free public access to any publication of a department-funded invention or department-funded technology. Grantee further agrees to all terms and conditions required by the California Taxpayer Access to Publicly Funded Research Act (Chapter 2.5 (commencing with Section 13989) of Part 4.5 of Division 3 of Title 2 of the Government Code).
- B. As a condition of receiving the research grant, Grantee agrees to the following terms and conditions which are set forth in Government Code section 13989.6 ("Section 13989.6"):
- 1) Grantee is responsible for ensuring that any publishing or copyright agreements concerning submitted manuscripts fully comply with Section 13989.6.
 - 2) Grantees shall report to the Department the final disposition of the research grant, including, but not limited to, if it was published, when it was published, where it was published, when the 12-month time period expires, and where the manuscript will be available for open access.
 - 3) For a manuscript that is accepted for publication in a peer-reviewed journal, the Grantee shall ensure that an electronic version of the peer-reviewed manuscript is available to the department and on an appropriate publicly accessible database approved by the Department, including, but not limited to, the University of California's eScholarship Repository at the California Digital Library, PubMed Central, or the California Digital Open Source Library, to be made publicly available not later than 12 months after the official date of publication. Manuscripts submitted to the California Digital Open Source Library shall be exempt from the requirements in subdivision (b) of Section 66408 of the Education Code. Grantee shall make reasonable efforts to comply with this requirement by ensuring that their manuscript is accessible on an approved publicly accessible database, and notifying the Department that the manuscript is available on a department-approved database. If Grantee is unable to ensure that their manuscript is accessible on an approved publicly accessible database, Grantee may comply by providing the manuscript to the Department not later than 12 months after the official date of publication.

- 4) For publications other than those described in paragraph B.3 above,, including meeting abstracts, Grantee shall comply by providing the manuscript to the Department not later than 12 months after the official date of publication.
- 5) Grantee is authorized to use grant money for publication costs, including fees charged by a publisher for color and page charges, or fees for digital distribution.