

Evaluation of GLSEN's *Safe Space Kit*

The Utility of an Educator Resource for Improving School Climate for
Lesbian, Gay, Bisexual, and Transgender Youth



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GLSEN (the Gay, Lesbian & Straight Education Network) is the leading national education organization focused on ensuring safe schools for all students. Established in 1990, GLSEN envisions a world in which every child learns to respect and accept all people, regardless of sexual orientation or gender identity/expression. GLSEN seeks to develop school climates where difference is valued for the positive contribution it makes to creating a more vibrant and diverse community. For more information on our educator resources, research, public policy agenda, student leadership programs, or development initiatives, visit www.glsen.org.

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Executive Summary

As part of GLSEN's work to ensure safe and affirming schools for all students, regardless of sexual orientation, gender identity, or gender expression, we regularly develop and disseminate resources to help educators increase their capacity to support lesbian, gay, bisexual, and transgender (LGBT) students. The *Safe Space Kit*, which includes the *Guide to Being an Ally to LGBT Students*, Safe Space posters, and Safe Space stickers, is one of GLSEN's flagship resources for educators. The *Kit* provides valuable information and tools to help middle and high school personnel become effective, visible allies to LGBT youth and to take action to improve their school climate.

GLSEN conducted an evaluation of the *Safe Space Kit* to further understanding of the use and effectiveness of the *Kit* as a tool for improving the school experiences of LGBT youth. Specifically, the *Safe Space Kit* aims to increase educators' capacity to: be a visible ally and support to LGBT students on an interpersonal level, educate other members of the school community about LGBT issues, and engage in school-wide efforts to create supportive and affirming environments for LGBT students. The evaluation was designed to better understand how educators are using the *Safe Space Kit* and to examine the impact that it has on their ability to address LGBT student issues.

Method

This evaluation was conducted via an online survey of educators who had received a *Safe Space Kit* as part of GLSEN's *Safe Space Kit* Campaign, a three-year campaign to provide every middle and high school in the U.S. with a *Kit*. GLSEN's Research Department sent invitations to school personnel who had been sent *Safe Space Kits* during the first year of the Campaign and/or who had registered their *Kit* with GLSEN during this time frame. The questionnaire assessed educators' use of the *Kit*, their beliefs about its usefulness, and the effects of the *Kit* on educators' knowledge, skills, and actions related to LGBT student issues. As an incentive for participation, an Amazon gift card was offered to those who participated. A total of 657 eligible educators completed the survey.

Summary of Findings

EDUCATORS' USE AND PERCEPTIONS OF THE *SAFE SPACE KIT*

Overall, findings demonstrated the *Safe Space Kit* was a helpful resource for educators.

- 9 in 10 (91.2%) educators surveyed had at least partially read the *Guide to Being an Ally to LGBT Students*, 59.9% displayed the Safe Space stickers and 65.4% displayed the Safe Space posters.
- Almost 9 in 10 (87.2%) respondents found all the *Kit* elements to be useful in their work and of those who found the *Kit* useful, specifically stated that they provided opportunities to demonstrate visual support, engaged other members of the school community, and increased their own knowledge and understanding.
- Common reasons cited for not using the posters or stickers included: not yet having had a chance, waiting for administrator approval, and concerns about negative reactions from the school community.
- Just over one-tenth (12.8%) of respondents indicated that at least one of the *Kit* elements was not useful to them, most commonly because they faced resistance from school administration to displaying the posters and/or the stickers.

IMPACT OF *SAFE SPACE KIT* ON EDUCATOR KNOWLEDGE AND SKILLS

Findings from the evaluation indicate that the *Safe Space Kit* enhanced educators' capacity to support LGBT students and improve school climate.

- 94.4% of educators reported that the *SSK* helped to increase their knowledge and skills regarding LGBT student issues.
- Most commonly, educators stated that the *SSK* increased their understanding of LGBT student experiences, reinforced their prior knowledge about LGBT student issues, and provided new resources to use in their work to support LGBT students and improve school climate. Furthermore, they indicated that the *SSK*

developed their skills to directly support LGBT youth, enhanced their ability to use correct, respectful terminology, and provided tools to educate other members of the school community.

THE SAFE SPACE KIT AND EDUCATOR EFFORTS TO SUPPORT LGBT STUDENTS

All respondents reported that, since receiving the *Kit*, they had engaged in efforts to improve school climate for LGBT students through supporting students, educating members of the school community, or engaging in advocacy efforts.

- Supporting Students:
 - 77.9% intervened when witnessing anti-LGBT behaviors, such as biased remarks or bullying;
 - 75.9% provided direct support to an LGBT student; and
 - 40.9% supported student clubs such as GSAs.
- Educating Members of the School Community:
 - 91.6% reported teaching about the importance of respecting all people;
 - 49.0% educated other school staff on LGBT issues; and
 - Of the teachers who took the survey, 38.2% included LGBT-related content in their curriculum since receiving the *Kit*.
- Advocacy Efforts: Educators less commonly reported in engaging in school-wide advocacy efforts since receiving the *Kit*:
 - Less than half (48.7%) had examined their school's policies and practices;
 - Less than half (47.4%) worked to make their bullying policy more inclusive;
 - Less than a third (31.7%) advocated for more inclusive practices; and
 - Less than a quarter (23.1%) had assessed their school climate (e.g., by surveying students).

For all types of actions (supportive, educative, and advocacy), the vast majority of those who had not yet engaged in the efforts indicated that they plan to in the future.

Self-reported increases in knowledge and skills were related to increased educator actions, providing evidence that the *Kit* worked in the way it was intended (increasing educator capacity which results in increased educator efforts to improve school experience of LGBT students). In addition, actual use of the *Kit* was related to more educator actions. Displaying stickers or posters, for example, was related to more student support, and reading the *Guide* was related to educators assessing their schools policies and practices regarding LGBT students.

FACTORS RELATED TO USE AND BENEFITS OF SAFE SPACE KIT

Educators can vary both in their use of the *Kit* and the extent to which the *Kit* may affect their knowledge, skills, and behaviors related to LGBT student issues. Thus, we examined some factors that might account for these differences and found that educators' experiences with the *Kit* were related to both individual factors, such as prior knowledge and training, and school factors, such as administrator support and school climate.

- *Prior Displays of Support.* Respondents who had previously displayed signs of visible support through posters, flags or other materials, were more likely to display the Safe Space stickers and posters once they received them.
- *Prior Knowledge and Skills.* Respondents who rated themselves low to moderate on their prior skills and knowledge reported learning more from the *SSK* than did those with greater prior skills and knowledge.
- *Perceived Administrative Support.* Respondents who perceived that their school administrators were supportive of LGBT students rated the posters as more useful than those who rated their administration as less supportive. With respect to educator efforts, school staff who reported higher administrative support on LGBT-related issues also reported in engaging in more efforts to support, educate, and advocate than their peers who reported less administrative support.

- *School Climate.* Educators in more hostile school climates were less likely to read the *Guide* or display the posters than educators in more supportive school climates. School climate was also related to whether or not educators were likely to engage in supportive or advocacy efforts around LGBT issues.
- *Training.* Respondents who received the *Kit* as part of a training session were more likely to use the *Kit* components and engage in education efforts compared to those who did not receive training.

Conclusions

This evaluation indicates that the *Safe Space Kit* is a valuable resource for educators and contributes to an improved school climate for LGBT students. Educators reported learning more about the experiences of LGBT students and anti-LGBT bias, gaining skills to take specific actions to effectively improve school climate and support LGBT students, and engaging in more of these actions as a result of using the *Safe Space Kit*. These evaluation findings also speak to the benefits of accompanying training and future professional development to support educators in engaging in the actions recommended by the *Kit*. In addition, the evaluation also identifies some areas for enhancements to the *Kit*, such as providing specific strategies to use in schools where administration and other school staff are unsupportive. The *Kit* provides educators with the knowledge and skills to be a supportive ally to LGBT students and should be widely distributed and implemented. Our hope is that this resource will continue to be shared and distributed among school staff and, as a result, contribute to a more inclusive and respectful school environment for LGBT students and the entire school community.

Introduction

For over 25 years, GLSEN has worked to ensure safe schools for all students, regardless of sexual orientation, gender identity, or gender expression. One key aspect of GLSEN's work is supporting educators in their work to improve the climate for lesbian, gay, bisexual, and transgender (LGBT) students in their schools. To this end, GLSEN develops a wide range of resources to help educators increase their capacity to support LGBT students and to provide them with materials they can use in their school communities. The *Safe Space Kit* is one of GLSEN's flagship resources for educators and provides valuable information and tools to help school personnel support LGBT students in their school.¹ In addition to developing and disseminating educational resources, GLSEN believes it is important to examine and document the effectiveness of these resources, which then allows us to improve our resources but also to inform GLSEN constituents as to the value and benefits of these resources. To this end, we embarked on an evaluation of the *Safe Space Kit*. The evaluation was designed to better understand exactly how educators are using the *Safe Space Kit* and to examine the impact that it has on their ability to address LGBT student issues. In addition to helping us learn more about the effectiveness of the *Safe Space Kit*, this evaluation also provides important information of how the *Kit* can be improved to better meet the needs of all educators.

Background

Secondary schools in the United States are often hostile environments for LGBT students. GLSEN's most-recent biennial report on the experiences of LGBT middle and high school students, the *2013 National School Climate Survey*, demonstrates that the majority of LGBT students experienced bias-based harassment (85.4%) and felt unsafe at school (69.0%).² Beyond direct peer victimization, LGBT students faced hostile environments created by school policies and discriminatory practices. Over half (55.5%) of LGBT students had experienced anti-LGBT-related discriminatory school policies and practices at school, such as being prohibited

from wearing LGBT-supportive clothing or not being allowed to bring a date of the same sex to a school dance.³ The survey also revealed that these experiences of anti-LGBT victimization and discrimination were related to poorer mental health, lower academic achievement, and less connectedness to their school communities.

Our research has also indicated that, fortunately, a number of in-school resources and supports can ameliorate the effects of a hostile school climate for LGBT students, and may also prevent anti-LGBT behavior from happening in schools in the first place. LGBT students who had access to LGBT-supportive educators; supportive student clubs such as Gay-Straight Alliances (GSAs); classroom curricula that include positive representations of LGBT people, history, and events; and school anti-bullying/harassment policies that include specific protections for LGBT students had better experiences at school, greater mental health, and higher academic achievement compared to LGBT students without access to the same supports.⁴ Of all these resources and supports, supportive educators are particularly valuable for LGBT students; not only for the direct support they can provide but also for the role they can play in implementing other supportive school resources, such as including LGBT content in their class curricula or serving as a faculty advisor to a GSA.⁵ GLSEN's *Safe Space Kit* was designed to help educators create safe spaces for LGBT in schools and become more visible allies for these students.

About the *Safe Space Kit*

It is critically important that educators are able to serve as an ally to LGBT students and advocate for improved school climates, free of anti-LGBT bias. To equip educators with the information and resources that they need in order to support the LGBT students in their schools, GLSEN developed the *Safe Space Kit*, a set of materials for middle and high school personnel to develop the knowledge, skills, and resources necessary to support LGBT students in their schools and improve school climate. Specifically, the *Safe Space Kit* aims to increase educators' capacity to:

be a visible ally and support to LGBT students on an interpersonal level, incorporate LGBT-related people and topics in their curricula, and engage in school-wide efforts to create supportive and affirming environments for LGBT students. To this end, each *Safe Space Kit* includes three components: the *Guide to Being an Ally to LGBT Students* (the *Guide*), two Safe Space posters, and ten Safe Space stickers.

ABOUT THE GUIDE

The *Guide* is a booklet designed to provide school personnel with concrete strategies for supporting LGBT students individually and through school-

wide efforts. It is divided into four main sections, each designed to increase educators' capacity in specific areas:

- Know the Issues
 - Increase knowledge about the issues relevant to LGBT youth.
- Support
 - Increase understanding and use of best practices for providing interpersonal support for LGBT students; and
 - Facilitate intervention in anti-LGBT language and behaviors.

This is a safe and inclusive space for lesbian, gay, bisexual and transgender students and their allies.

SAFE SPACE KIT
A Guide to Supporting Lesbian, Gay, Bisexual and Transgender Students in Your School

"When teachers are accepting of you, it means the world to you. You know that things will be OK and that they are there for you."
17th Grade Student, North Carolina

a safe and welcoming school environment
School Climate Survey:
harassed at school because of their sexual orientation.
harassed at school because of their gender expression.
miss at least one full day of school a month because they

SCHOOL A SAFE SPACE.
resources, visit www.glsen.org. **GLSEN**

- Educate
 - Promote inclusion of LGBT people, history, and events in their classroom curricula; and
 - Help educate colleagues about relevant LGBT topics.
- Advocate
 - Assess school policies and practices around LGBT students; and
 - Advocate for school-wide efforts to support LGBT students (e.g. LGBT-inclusive harassment/bullying policies).

The *Guide* seeks to achieve the above objectives through providing: factual information on issues facing LGBT students in school; activities that encourage educators to reflect on their own beliefs and knowledge; and examples for how to respond to anti-LGBT behavior and how to respond to LGBT students who come to them for support. In addition, the *Guide* provides concrete ways to educate about LGBT issues—by providing both strategies for incorporating them into classroom teaching, and sample presentations that can be used when delivering presentations to other school staff. To enhance educators' ability to work for school-level programmatic and policy changes, the *Guide* provides an assessment tool for evaluating their own school and talking points for advocating with administrators. In addition, the *Guide* provides a thorough list of GLSEN resources and other relevant resources for educators, a referral list that can be shared with LGBT youth, and a glossary of LGBT-related terms.

ABOUT THE STICKERS AND POSTERS

The *Safe Space Kit* includes ten stickers and two posters that allow educators to nonverbally signal that they are a resource and a support for LGBT students. Educators may post them in their classroom or office to demonstrate that it is a safe space for LGBT students. They may also put the stickers on their own materials, such as clipboards, binders, or ID badges to indicate that they are a supportive individual for LGBT youth. Stickers and posters are intended for display after an educator has gained knowledge and skills from reading the *Guide* and is prepared to respond to and proactively address LGBT issues

in school. As such, the three elements of the *Safe Space Kit*—the *Guide*, the stickers, and the posters—are intended to be used in conjunction by school personnel in their efforts to support LGBT students.

About the *Safe Space Kit* Campaign

From 2010 to 2013, GLSEN conducted a campaign to provide every middle and high school in the U.S. with a *Safe Space Kit*.⁶ To this end, GLSEN disseminated *Safe Space Kits* in a variety of ways. *Kits* were available for purchase on a dedicated Campaign website indicating which schools already had *Safe Space Kits*, and which still needed to be sent a *Kit*. Donors were able to use the Campaign website to buy *Kits* and designate the schools where the *Kits* would be sent. Donors who knew the name of an educator to send a *Safe Space Kit* to could designate that recipient, and donated *Kits* where the donor did not name a specific recipient for a school were sent to “Counselor.” The *Safe Space Kit* Campaign site also provided an opportunity for school staff to directly buy *Kits* for themselves and colleagues, and also allowed undesignated donations to be given for GLSEN to use to send *Safe Space Kits* to schools that had not yet received them.

In addition to individual *Kits* being purchased on the Campaign site, *Safe Space Kits* were also distributed via bulk purchase orders and specific grant funding. This distribution method was done in conjunction with regional education associations or individual donors in a specific geographic area (e.g., schools in Maine, schools in Richmond, VA) and with national education professional organizations (e.g., National Association of School Nurses, National Association of Secondary Principals). For these large-scale orders, two distribution systems were employed: either bulk orders of *Safe Space Kits* were shipped to a single contact at the organization responsible for distributing the *Kits* in local schools, or a special coupon code was developed and disseminated for use on the *Safe Space Kit* Campaign website, so that a certain number of individual organization members could order a *Kit* for themselves, free of charge.

Some *Kits* were also distributed through trainings provided by school districts or other local organizations, such as GLSEN chapters, to educators in their areas. Furthermore, throughout the period of the Campaign, *Kits* remained available for purchase in the glsen.org online store (as they had been prior to and since the Campaign).⁷

Regardless of the manner in which they received the *Kit*, educators were provided the opportunity to register their *Kit* with GLSEN in order to receive additional support and resources during this time frame.

Purpose of the *Safe Space Kit* Evaluation

GLSEN's *Safe Space Kit* Campaign provided an opportunity for us to conduct an evaluation of the *Safe Space Kit* in order to further understanding of the use and effectiveness of the *Safe Space Kit* as a tool for improving the school experiences of LGBT youth. Some initial findings from the *2013 National School Climate Survey* provided evidence that students who had seen a *Safe Space* sticker or poster at school were able to

identify more LGBT-supportive school staff, felt more comfortable speaking with school staff about LGBT issues, and had more positive conversations about LGBT topics with school staff members (see Figures 1 and 2).⁸ These findings are encouraging as they are preliminary measures of the success of the *Safe Space Kit* as a tool to support LGBT youth, and this evaluation provides further insight into the *Kit's* effectiveness by exploring educators' perceptions about the benefits of the *Safe Space Kit*, the most useful *Kit* elements, and the specific ways in which *Kit* elements are or are not effective tools for school personnel.

Specifically, this evaluation of GLSEN's *Safe Space Kit* examined:

- Educators' use and perceptions of the *Safe Space Kit*;
- How, and if, the *Safe Space Kit* may have increased educators' knowledge and skills;
- Educator actions taken since receiving the *Safe Space Kit*; and
- How effectiveness of the *Kit* may vary by educators' personal and school characteristics.

Figure 1. *Safe Space* Stickers/Posters and Number of Supportive School Staff Identified by LGBT Students
From GLSEN's *2013 National School Climate Survey*

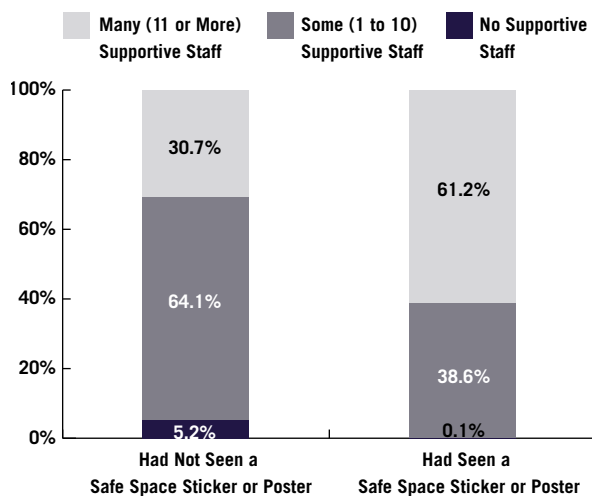
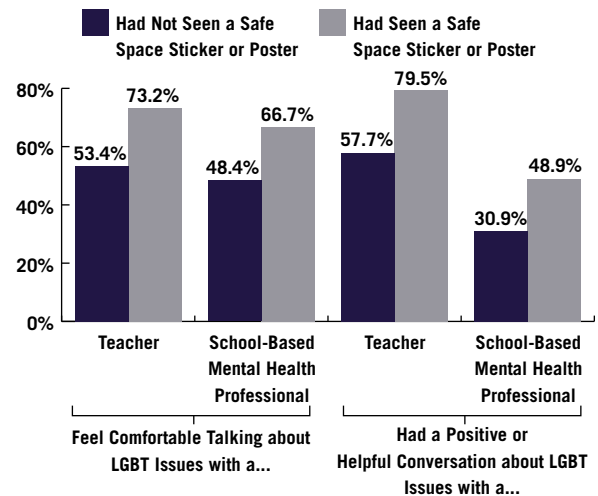


Figure 2. Seeing a *Safe Space* Sticker or Poster and LGBT Students' Talking with School Staff About LGBT Issues
From GLSEN's *2013 National School Climate Survey*



Evaluation Methods & Sample

Data collection for the *Safe Space Kit* evaluation was conducted from 2011 to 2012 by GLSEN's Research Department through an online questionnaire. We conducted outreach to school personnel who had been sent *Safe Space Kits* during the first year of the Campaign (via the various methods detailed previously) using three methods:

- For those personnel for whom we had an email address (either from their registration or because they purchased a *Kit* or redeemed a coupon code for the *Kit* on the Campaign site), we sent an email invitation to complete the online questionnaire, following up with up to two email reminders.
- In some cases of bulk orders and partnerships with school districts we did not have email addresses ourselves, and in some of those cases a contact person at the partnering district or organization sent out email invitations to their constituents who had received the *Safe Space Kit* informing them of the opportunity to complete the online questionnaire.
- In cases where an email address was unavailable (either to us or to the partnering district or organization) letters were mailed to schools where *Kits* had been sent. As with *Safe Space Kit* distribution, if no recipient name or position (e.g. "school social worker") was designated, invitation letters were addressed to "Counselor."

Those invited to participate in the survey were advised that the survey would take approximately 15 minutes to complete and that all responses to the survey would be anonymous. Participants who completed the survey would receive, if they chose, a \$10 Amazon.com electronic gift card as an incentive for participation.⁹ We received 814 responses to our survey. Approximate overall participation rates for invitees was 15.2%, reflecting rates of 33.8% among the approximate 1,700 respondents who received email invitations and about 3.4% among the roughly 2,300 *Kit* users invited via paper letter.¹⁰ Participation rates were unknown for groups where a partnering organization was responsible for inviting *Kit* recipients to take the survey. Respondents were only included in the final sample if they worked in a school with secondary grade levels and

indicated that they had in fact received a *Safe Space Kit* (some educators received the survey invitation but did not recall receiving a *Kit*), resulting in a final sample of 657 eligible respondents.

Sample Characteristics

Table 1 shows the characteristics of the final survey sample. Most respondents were from the Northeast and Western areas of the United States (36.9% and 29.0%, respectively), 20.1% were from the Midwest, and 14.0% were from the South. Respondents represented various types of school personnel, but most commonly respondents were school-based mental health personnel (55.9%), including school psychologists (37.6%), school social workers (13.1%), and school counselors (5.2%). The next most common respondents were teachers

Table 1. *Safe Space Kit* Evaluation Sample Characteristics (N=657)

Position at School	%	N
Psychologist	37.6	247
Teacher	19.3	127
<i>Health/PE</i>	30.5%	
<i>English</i>	24.6%	
<i>Science</i>	19.2%	
<i>Social Studies</i>	14.9%	
<i>Math</i>	12.0%	
<i>Special Education</i>	12.6%	
<i>Foreign Language</i>	6.6%	
<i>Arts</i>	5.6%	
<i>Other (e.g., Driver's Ed, technology)</i>	11.9%	
<i>(some teachers taught multiple subjects, so percentages do not add to 100%)</i>		
Social Worker	13.1	86
Librarian	11.7	77
Counselor	5.2	34
Assistant Principal or Administrator	3.3	22
Principal	3.0	20
School Nurse	1.5	11
Other (e.g., Diversity Coordinator, Literacy Coach, Intern)	5.0	33
Region	%	N
Northeast	36.9	242
West	29.0	190
Midwest	20.1	132
South	14.0	92

(19.3%), followed by librarians (11.3%). Of teachers in the sample, the most common classes taught were Health/Physical Education (30.5%), English (24.6%), and Sciences (19.2%).

The composition of the sample with regard to type of school staff most likely reflects the partnerships GLSEN engaged in to distribute *Safe Space Kits*. Because many *Kits* were distributed via grants and in coordination with professional organizations, some professions are more overrepresented than they would be in the general population of school personnel. For example, many *Safe Space Kits* were distributed via partnerships with the National Association of School Psychologists and American Library Association, accounting for potential overrepresentation in the sample from members of those professions.

Findings

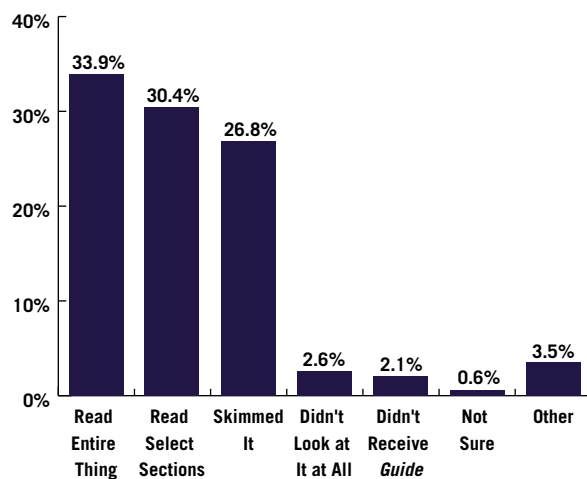
Educators' Use and Perceptions of the *Safe Space Kit*

Educators may vary in the ways in which they use the *Safe Space Kit* materials. For example, some may read the *Guide* in full, while others may only read select sections relevant to issues they are facing. Additionally, some educators may favor displaying the Safe Space stickers over Safe Space posters, and vice versa. This section assesses how school staff used the *Kit*, how useful they found it in their efforts to support LGBT students, and how the use of the *Kit* varied by respondents' prior actions and training, school climate, and support of administrators at their school.

THE GUIDE TO BEING AN ALLY TO LGBT STUDENTS

The vast majority of respondents (91.2%) had at least partially read the *Guide*: 33.9% read it in its entirety, 30.4% read certain sections, and 26.8% skimmed it (see Figure 3). A very small number of respondents (2.6%; see also Figure 3) had not read or reviewed the *Guide* at all, the majority of these educators indicating that they had not yet had enough time to read it, typically because they received *Kit* very recently or because they were waiting for other colleagues to finish reading it first. Among the respondents who indicated that they had done something else with the *Guide*, most mentioned that they had shared it with other staff at their school.

Figure 3. What Did You Do with the *Guide to Being an Ally to LGBT Students*?



SAFE SPACE STICKERS

Participants were provided a series of actions regarding what they might have done with the stickers and were asked to indicate all that apply. As shown in Figure 4, a majority of respondents displayed the Safe Space stickers that they received and/or shared the stickers with other school staff (59.9% and 56.5%, respectively). Some (15.4%) gave stickers to students at their school, and some had not yet done anything with the stickers they received (14.4%). Fewer respondents indicated that were either not aware they had received stickers or had actually not received them (4.6%), with some clarifying that this was because they had not yet opened or started using *Kits*, and thus were unsure about the contents.

“After reading the guide I felt more confident in my approach with my group as well as how to handle particular situations such as someone coming out or when I hear of a teacher who is anti-gay.”

—School Counselor, Massachusetts

Those respondents who indicated that they had not done anything with the stickers were asked an open-ended question regarding their reasons for not doing so. As shown in Figure 5, among this small number of respondents, over half (56.7%) reported that they had future plans to display the stickers, but had not yet had time to do so. Other reasons for not using the stickers included: waiting for a school administrator to review the stickers before displaying them (11.7%), feeling unsure about how to display them (10.0%); and having already employed an alternative visual display of support (6.7%). An additional 20 percent of those who had not used the stickers did not provide information about why they had not.

SAFE SPACE POSTERS

As was the case with the Safe Space stickers, respondents were asked what they had done with the Safe Space posters. As shown in Figure 6, a majority of respondents (65.4%) reported that they had displayed the Safe Space posters included in their *Kits*, and over a third (36.7%) indicated that they shared them with other staff. Seventeen percent of respondents had not done anything with their Safe Space posters, and 2.4% were either not aware that they had received the posters or had actually not received them (see also Figure 6). As with the stickers, some

respondents who did not know that they had received posters clarified that this was because they had not yet opened or started using *Kits*, and thus were unsure about the contents.

As was the case with other *Kit* materials, the most common reason respondents gave for not displaying the Safe Space poster was that they had not yet had enough time to use the *Kit* and display the poster, or that they had not yet enacted their plans to display it (36.0%; see Figure 7). Others were waiting for review by their schools' administrations (18.3%), were afraid

Figure 4. What Did You Do with the Safe Space Stickers?

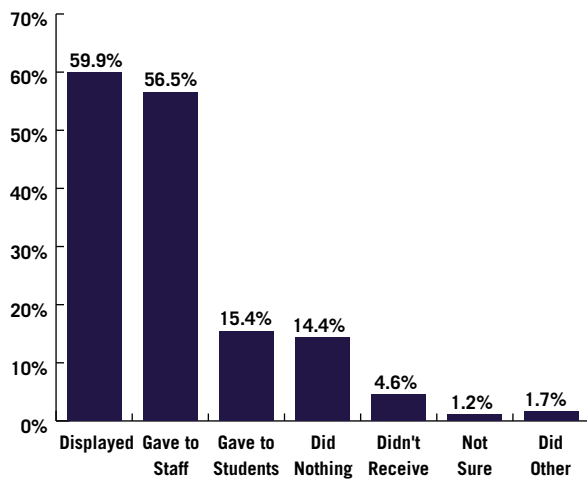


Figure 6. What Did You Do With the Safe Space Posters?

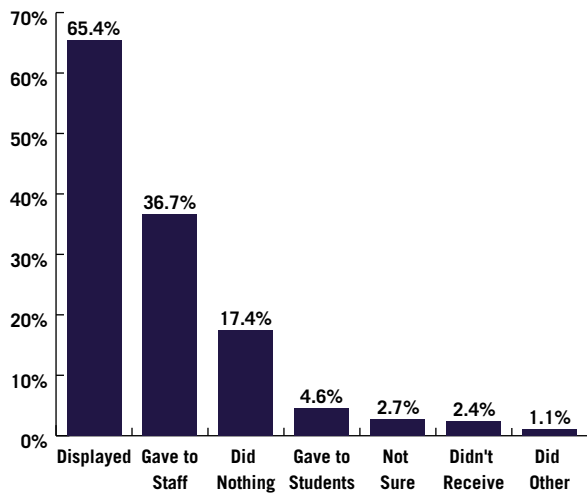


Figure 5. Why Have You Not Used the Safe Space Stickers? (n=60)

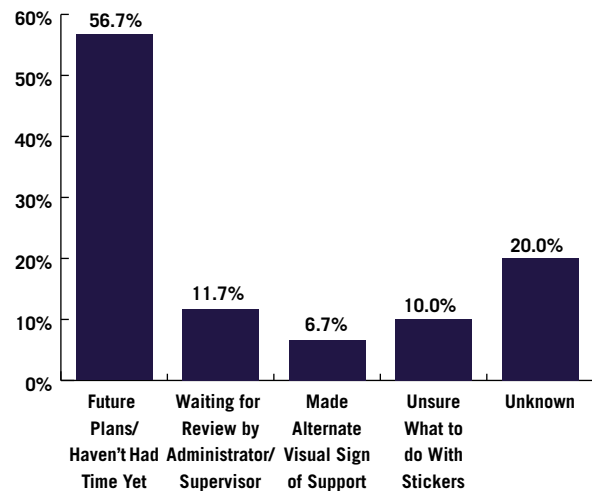
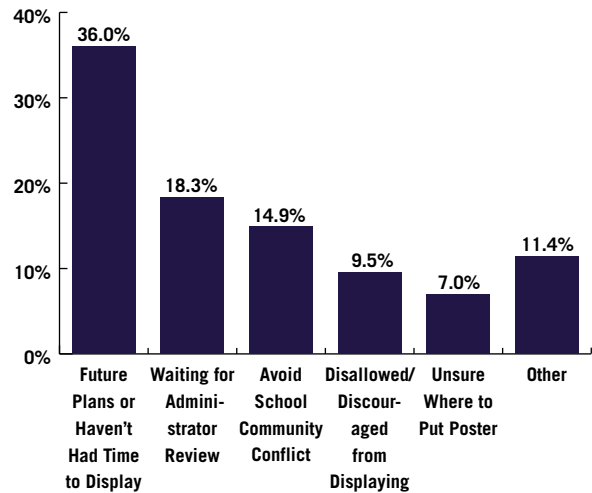


Figure 7. Why Have You Not Used the Safe Space Posters? (n=114)



of conflict with their school community over the content of the poster (14.9%), or were outright discouraged from displaying by administrators or other school staff (9.5%; see also Figure 7).

Notably, *Safe Space Kit* users were much more likely to have shared the stickers than they were to have shared the posters—fewer *Safe Space Kit* users reported sharing posters than stickers with fellow staff members (36.7% v 56.5%) and students (4.6% v 15.4%)¹¹ (see also Figures 4 and 6), perhaps because *Safe Space Kits* include fewer posters than stickers, amounting to fewer opportunities to share.

USEFULNESS OF THE SAFE SPACE KIT GUIDE, STICKERS AND POSTERS

Respondents were asked to rate the usefulness of each element of the *Kit*. As shown in Figure 8, the vast majority found each of them “somewhat useful” or “very useful.” For example, regarding the *Guide*, 97.6% said it was “very useful” or “somewhat useful.” Considering the usefulness of all three elements together, 87.2% of respondents found them all to be useful (“very useful” or “somewhat useful”).

To better understand the ways in which these materials were useful, we asked the respondents

who indicated that at least one *Kit* element was useful to describe the specific ways in which they found them useful. Table 2 and the section below detail their responses.

Visual Support

As shown in Table 2, the majority (65.3%) of these respondents indicated that the *SSK* provided them with ways to display visual support that promoted respect of all students, especially LGBT students, in their schools. Specifically, many reported that the stickers and posters provided respondents with the ability to communicate nonverbal messages of support to their students by highlighting safe spaces:

“I work in a Catholic school where there can sometimes be a very conservative view on things. It is nice that there is something I can display that will reassure any students that come through my door that my office is a safe place.”
—School Counselor, Ohio

“The posters and stickers signaled to the students they could come to the guidance suite area and speak with any counselor about any issues they may have. They knew this is a safe space.”
—School Counselor, Florida

Figure 8. How Useful Do You Think the *Safe Space Kit* is to You In Your Work?

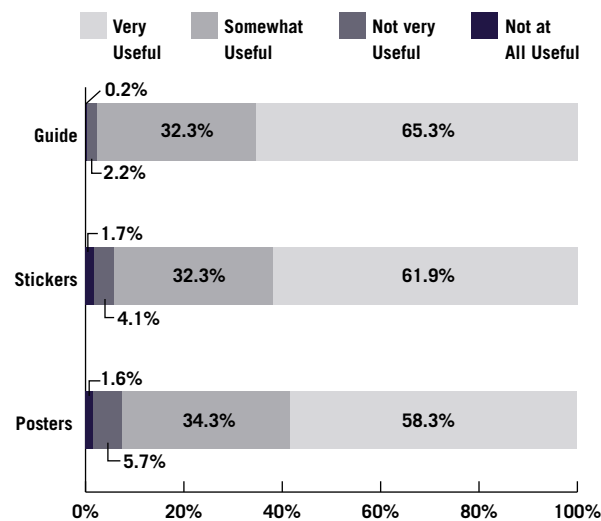


Table 2. Ways in which *Safe Space Kit* was Useful (n=496)

Respondents Reporting Specific Response*		
	%	n
Visual Support	65.3	n=324
Knowledge and Understanding of LGBT Issues	20.4	n=101
Engage Students, Staff, Faculty and Parents	18.8	n=93
Education and Training	9.3	n=46
Resources/Materials	7.5	n=37
Supporting Student Clubs	5.0	n=25
Advocacy	3.2	n=16

* Because respondents wrote in their own answers and could describe more than one way their knowledge and skills increased, categories are not mutually exclusive. Percentages do not add up to 100%.

Others noted that the posters and stickers provided them with an opportunity to identify themselves as an ally of LGBT students:

“It was helpful in that my school did not have signs before letting LGBT students know that teachers and staff are allies.”
—School Counselor, California

“These materials have given students an opportunity to seek me out as a safe person in the building, and they often come to me with current issues, etc.”
—School Psychologist, Nebraska

Some educators described how the visibility of the stickers and posters also played a role raising awareness of other school community members of LGBT students and the issues they face in school:

“The safe space stickers made staff aware of the need to provide a comfortable environment for all students.”
—High School Teacher, Massachusetts

“My poster is displayed proudly in my doorway leading to the hallway. I often find people stopping to read the big rainbow poster. Even if they don’t agree with the message, they are reading it.”
—High School Teacher, New York

Knowledge and Understanding of LGBT Issues

As also shown in Table 2, one in five (20%) of those who found the *Kit* useful indicated that the *Guide* provided them with useful information about how to be an ally by developing their understanding of LGBT issues and increasing their capacity to communicate with students around LGBT issues.

“I found the Guide to Being an Ally very helpful. Prior to reading it, I felt I didn’t have the qualifications to be a good ally.”
—School Psychologist, Oregon

“The Guide was very helpful in better understanding these students so that I may work with them and provide guidance geared more towards their needs.”
—School Counselor, North Carolina

“The book is well-written, to the point, and gives concrete suggestions, such as what to say/not to say when a student comes out.”

—School Social Worker, Massachusetts

Engage Students, Staff, Faculty, Parents

About one in five respondents (18.8%; see Table 2) reported that the *Kit* helped them engage with students, staff, faculty, and parents on LGBT issues by opening the door for communication.

“The poster and stickers have triggered questions from my students which have led to meaningful discussions.”

—School Social Worker, New Jersey

“It has given a way to start conversations with colleagues and to provide them with resources when they have questions or need support.”

—High School Teacher, California

Other Ways Kit Was Useful/Not Useful

As also illustrated in Table 2, less than a tenth of educators reported that the *SSK* was useful in helping them to provide training and education (9.3%), having or sharing resources and materials (7.5%), supporting student clubs (5%), and engaging in advocacy (3.2%).

“I wasn’t able to use the posters because I work in a very conservative area and they weren’t considered appropriate for our middle school. The subtlety of the stickers is working much better!”

—School Counselor, Missouri

While the majority of respondents ranked one or more elements of the *SSK* as useful (see Figure 8), a small percentage of respondents (12.8%) said that at least one or more elements of the *SSK* was not useful and were asked to describe why these materials were not useful in their work and the overwhelming majority referred to reasons why the posters and stickers were not useful (as opposed to the *Guide*). Specifically, of these 82 individuals, about one in four respondents who said the *Kit* was not useful described resistance from their school administration as the main reason why they could not display posters and stickers.

"I could not use the posters because of administration hostility at school."
—High School Teacher, Mississippi

"[I] work in private/religious school. Limits usage of certain materials such as posters."
—School Nurse, Delaware

DIFFERENCES IN SAFE SPACE KIT USE

Educators are a diverse population and, of course, vary in their prior experiences and knowledge supporting LGBT issues and students, as well as operate in different school climates. This section examines those differences and their impact on how respondents used the *Kit* materials.

Use and Usefulness by Prior Displays of Visual Support

Although the majority of educators indicated that they had displayed the stickers and posters from the *Kit*, a sizable number had not. As discussed previously, there were a number of reasons why educators were not displaying these specific *SSK* materials—most commonly barriers from school administration. It may be that, for some educators, it was not that they did not want to or were not able to display visible signs of support for LGBT students, but that they were already displaying similar indicators of support prior to receiving the *Kit* and thus felt displaying *Kit* posters or stickers was not needed. In fact, as previously discussed, some educators indicated

this in their open-ended responses to why they did not use the posters or stickers. Therefore, to better understand respondents' decision to display visual signs of support from the *Kit*, we asked respondents whether they were already using Safe Space stickers or posters, or displaying other similar LGBT supportive materials prior to receiving the *Kit*.

The majority of respondents (70.3%) were not displaying Safe Space posters or stickers prior to receiving the *Kit*. When asked about whether they displayed any other type of visual sign of support for LGBT students prior to receiving the *SSK*, 49.8% of respondents indicated that they had. Among the types of visual signs of support displayed, respondents frequently described having other types of posters visible, including materials from other GLSEN programs such as Day of Silence and No Name-Calling Week, as well as posters similar to *SSK* posters, like Safe Zone posters. Some respondents also described displaying rainbow flags and stickers.

We examined the relationship between prior displays of visual support and the current display of Safe Space posters and stickers. The majority of both those who had previously displayed visible signs of support and those who had not previously displayed such signs reported displaying the stickers and posters from the *Kit*. However, school staff who displayed visual signs of LGBT support, including *SSK* materials, prior to receiving the *SSK* were more likely to have displayed stickers and posters after receiving the *SSK* than their peers who had not previously displayed visual signs of support (stickers: 65.7% of those with prior displays vs. 53.8% of those without prior displays; posters: 75.1% vs. 53.7%).¹² In addition, those who had prior displays also rated the *SSK* posters and stickers as more useful than those without prior displays.¹³ These findings suggest that having already displayed visual support for LGBT students does not deter educators from using the Safe Space posters and stickers and, in fact, it seems that those who are already displaying signs of support are supplementing these with stickers and posters included in the *Safe Space Kit*. Nevertheless, among those who did not

report any previous display of visual signs of support, the majority of educators were still taking the opportunity to display these materials and found them useful.

USE AND PERCEIVED USEFULNESS BY TRAINING

Local GLSEN Chapters, school districts, and other organizations that support LGBT students often provide professional development to local educators and may distribute the *Safe Space Kit* as part of these sessions. Thus, we asked survey respondents if they had received their *Safe Space Kits* in conjunction with a local training of this type. The vast majority of respondents (86.6%) had not received their *Kit* as part of any type of training or professional development. Of the 13.4% of respondents who reported that they had received training with the *Kit*, 5.3% received training through a GLSEN chapter, 4.4% from school district, 0.9% through their school, 1.5% from their state Department of Education, 2.6% through another type of professional organization, and 2.9% through a training provided in some other manner.

Participating in training may provide educators with more guided information about how to use the *Kit*, may reinforce or add to the information that is included in the *Guide*, and may also help to send the message that use of the *Kit* and its recommended actions to support LGBT students are supported by their administration and/or their colleagues. Therefore, we examined whether educators who did receive training were more likely to use the *Kit* and find it useful, and overall, found that training appeared to have some effects on sticker and poster use. Compared to educators who had not had training, those who received the *Kit* as part of a training were significantly more likely to use the *Safe Space* stickers (61.6% vs. 91.5%), and marginally more likely to have used the posters (67.1% vs. 83.0%) and to have read the *Guide* (80.8% vs. 93.6%).¹⁴ Whereas there was a significant difference with regard to prior training and educator use of the *Kit*, there were notably no differences in perceived usefulness of any of the *Kit* materials based on training received. This could indicate that while training may promote

educators' confidence in displaying stickers and posters and provide an opportunity to read the *Guide*, in-person training may not be necessary for the *Kit* to be perceived as useful to school staff. However, training may certainly be useful in affecting educators' knowledge, skills, or efforts to support LGBT students and improve school climate, and this will be examined in later sections of this report.

USE AND PERCEIVED USEFULNESS OF SSK MATERIALS BY SCHOOL CLIMATE

We considered that the utility and effectiveness of the *Safe Space Kit* may vary depending on the tenor of the school environment. It may be that educators in less accepting schools would be less likely to implement elements of the *Kit*. However, it may also be that in more accepting environments, educators would be less likely to see further need for the materials. To this end, survey respondents were asked a series of questions about school practices to support LGBT students and attitudes of various members of the school community (i.e., students, school staff) toward supporting LGBT students. These responses were combined into one overall measure assessing LGBT-related school climate.¹⁵ We then examined the relationship between school climate and *Safe Space Kit* use and ratings of usefulness of the various *Kit* components.

School climate was related to having read the *Guide*; educators in more positive school climate were more likely to have at least partially read the *Guide*.¹⁶ It may be that those who are in more accepting environments feel more motivated to learn more about ways to support LGBT youth, perhaps believing that their school would be relatively receptive to any resulting actions they might take. This finding does indicate that educators in hostile school climates may be deterred even from merely reviewing LGBT supportive materials on their own. Future research is warranted to better understand how the attitudes of other members of school community, such as their colleagues and students, may inhibit educators from choosing to learn more about LGBT issues.

School climate was also significantly related to respondents' use and perceptions of the usefulness of the Safe Space poster, but not to the stickers. Educators in more negative school climates were less likely to have displayed a poster and less likely to rate the posters as useful than their peers in more positive school climates.¹⁷ The Safe Space posters are large (18 in. x 14 in.) and include text that is explicitly supportive of LGBT students, and the stickers, which are smaller (4 in. x 2 in.) and include minimal text, do not directly mention sexual orientation or gender identity/expression issues. Therefore, it may be that the poster may not be favored by educators in hostile school climates as it is a less subtle visual display of support and such educators may need to take more indirect approaches to providing support to LGBT students. This finding also may highlight a key advantage of the Safe Space sticker as it may be more easily used in hostile school climates. More investigation is needed to identify the possible advantages and challenges to using stickers and posters, especially with respect to differences in school climate.

“The posters and stickers provided an opening for students to know they were in accepting areas...loved them! One student even commented after seeing the poster: You have made my day!”

—School Nurse, Indiana

USE AND PERCEIVED USEFULNESS OF SSK MATERIALS BY ADMINISTRATIVE SUPPORT

Prior research has indicated that the support, or lack thereof, of school administration can play an important role in educators' efforts to address LGBT issues in school.¹⁸ Administrators are often gatekeepers of the educational initiatives and

materials that are introduced into the school. As such, they have the opportunity to foster educator efforts to improve school climate for LGBT students, either by supporting such efforts initiated by staff, or potentially even proactively encouraging or mandating staff to take such actions. Conversely, administrators may serve as barriers to educator efforts on these issues, discouraging or outright prohibiting educators to implement LGBT-supportive actions. In fact, as described previously, resistance from school administration was one of the most common reasons respondents in this evaluation cited for not using or finding useful the *SSK* materials. To further explore the role of administrative support in educators' use of the *Safe Space Kit*, we examined how perceived administrative support was related to respondents' use and ratings of usefulness of each of the *Kit* elements (the *Guide*, the Safe Space posters, and the Safe Space stickers). We found that greater administrative support was related to higher ratings of usefulness for the posters, but was not related to usefulness of the *Guide* or the stickers.¹⁹ The discrepancy in the role of administrative support in usefulness between the Safe Space posters and stickers could be related to greater flexibility of the stickers in the face of administrative barriers, and possible limitations of the posters. For example, the stickers are smaller and possibly easier for educators to display on more mobile materials like clipboards, phones, notebooks and are also easier to distribute to staff and students. Posters, on the other hand, may require a more supportive administrative climate in order to be displayed given their larger size, greater visibility, and their use of physical school facility space (e.g., walls, doors). The lack of differences in reports of usefulness of the *Guide* based on administrative support is not entirely surprising given the *Guide* is designed to increase educators' own knowledge and capacity and is used personally by the educator themselves. Thus, educators can review it without administrator approval or even knowledge. However, the actions that the *Guide* recommends are ones that might require administrative support and we will explore the role of administrative support in actions taken by educators in future sections of this report.

Impact of *Safe Space Kit* on Educator Knowledge and Skills

The majority of respondents reported that the *Kit* helped to increase their skills and knowledge on addressing issues related to LGBT students; almost a third (31.9%) said they learned “a little,” about half (49.3%) reported that their knowledge and skills increased “somewhat,” and just over a tenth (13.2%) said they learned “a lot” (see Figure 9). We then asked the 94.4% of respondents who indicated that the *Kit* did increase their skills or knowledge at least “a little” to describe the specific ways that the *Kit* did so. As shown in Table 3, two-thirds of these educators described how the *SSK* explicitly increased their knowledge (66.8%) and nearly two-thirds described how it developed their skills (62.8%) with respect to addressing LGBT issues.

INCREASES IN KNOWLEDGE

Almost a quarter of respondents (23.1%) who answered this open-ended question discussed how the *Kit* enhanced their awareness of the LGBT student population and the challenges that these students face in school.

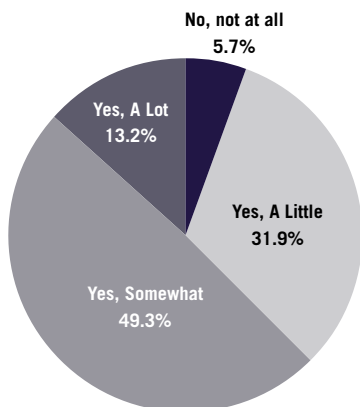
“Information on how we can support our LGBT students as well as create awareness and support for all students.”

—School Counselor, California

“Put myself into the experience of GLBT kids.”

—School Counselor, Colorado

Figure 9. Did the *Safe Space Kit* Increase Your Skills/Knowledge?



“One very important change was increasing my awareness and helping other staff to include history and events and people into curriculum much as we do for other identified groups.”

—School Counselor, New York

Some respondents (21.1%) described how the *Kit* allowed for the general acquisition of facts, information, and knowledge. As one school nurse noted, the *Kit* “increased my knowledge base and helped me to plan for increasing others’ knowledge base.” Additionally, some respondents (12.1%) noted that although they were already familiar with LGBT student issues the *Kit* helped to bring these issues back to the forefront and reminded them of knowledge and information they received in the past. One school counselor indicated that the *Kit* “reinforced and clarified some information regarding the LGBTQ community.”

Table 3. Ways in which Respondents Described the *SSK* Increased Skills and Knowledge (n = 199)

Knowledge		
	%	n
Increased Awareness and Understanding of LGBT Issues	23.1	46
Learned New Facts and Information	21.1	42
Reinforced Prior Knowledge and Skills	12.1	24
Provided Resources	10.6	21
Skills		
	%	n
Increased Skills Regarding Supporting LGBT Students	22.6	45
Further Engagement	14.1	28
Learned Appropriate Terminology	10.1	20
Providing Education	7.5	15
Increased Advocacy Skills	6.0	12
Non-Specific General Skills	2.5	5

* Because respondents wrote in their own answers and could describe more than one way their knowledge and skills increased, categories are not mutually exclusive. Percentages do not add up to 100%

A number of respondents (10.6%) also commented that the *Kit* provided them with concrete resources they could turn to for information and new ideas; as one school psychologist noted, the *Kit* gave “additional resources that I trust because they are from GLSEN.”

INCREASES IN SKILLS

Nearly a quarter (22.6%) of respondents, educators indicated that the *Kit* provided them with strategies to directly support LGBT youth in school.

“Most of all it has allowed me a method of getting the word out to students that I am open to their problems and willing to view them without judgment.”

—School Counselor, Missouri

“The booklet has a lot of good information about how to respond to “that’s so gay” comments. I also like the information it gives about what to do if a student comes out to you.”

—Middle School Teacher, Hawaii

Some respondents (14.1%) discussed the ways in which the SSK provided them with tools to engage with others in the school community about LGBT issues that otherwise may have not occurred.

“The stickers have opened the door to conversation.”

—School Counselor, Missouri

“It gave me a focal point to display opening lines of communication with both students and staff about equality for all individuals, including LGBTQ students and hopefully staff.”

—School Nurse, Idaho

Respondents also described learning the following skills: appropriate terminology to use when discussing LGBT issues (10.1%), ways to provide education to others, particularly other school staff, about how to support LGBT students and address LGBT issues in school (7.5%), and tactics to advocate for more comprehensive policies and programs for LGBT students (6%).

A small portion also referenced the *Kit* increasing non-specific skills more generally (2.5%).

DIFFERENCES IN INCREASED KNOWLEDGE AND SKILLS BY PRIOR KNOWLEDGE/SKILL AND USE OF THE SAFE SPACE KIT

Increase in Knowledge and Skills by Prior Knowledge and Skills

GLSEN developed the SSK to be a resource for educators at multiple levels by including basic information for those new to these issues along with more advanced strategies and skills for those who are familiar, or become familiar through the *Guide*, with the basic information. Thus, we wanted to see the extent to which the SSK achieves this goal. In order to assess whether how the *Kit* may benefit educators at different stages of exposure to LGBT student issues, we examined whether prior knowledge and skills was related to the extent to which educators reported gaining new knowledge and skills from the *Kit*. Those with less prior knowledge and skills appeared to gain the most from the SSK, as they were more likely to note that the SSK increased their knowledge and skills compared to educators who reported high levels of prior knowledge and skills.²⁰ Nevertheless, educators with high prior knowledge and skills were still likely to report that the *Kit* increased their current levels.

“It got me thinking about a survey to assess school climate, taught me new vocabulary and I appreciated the possible responses to ‘That’s so gay’ and to be able to share those with the community because that term is everywhere (students and adults alike).”

—School Counselor, Connecticut

The *Safe Space Kit* and Educator Efforts to Support LGBT Students

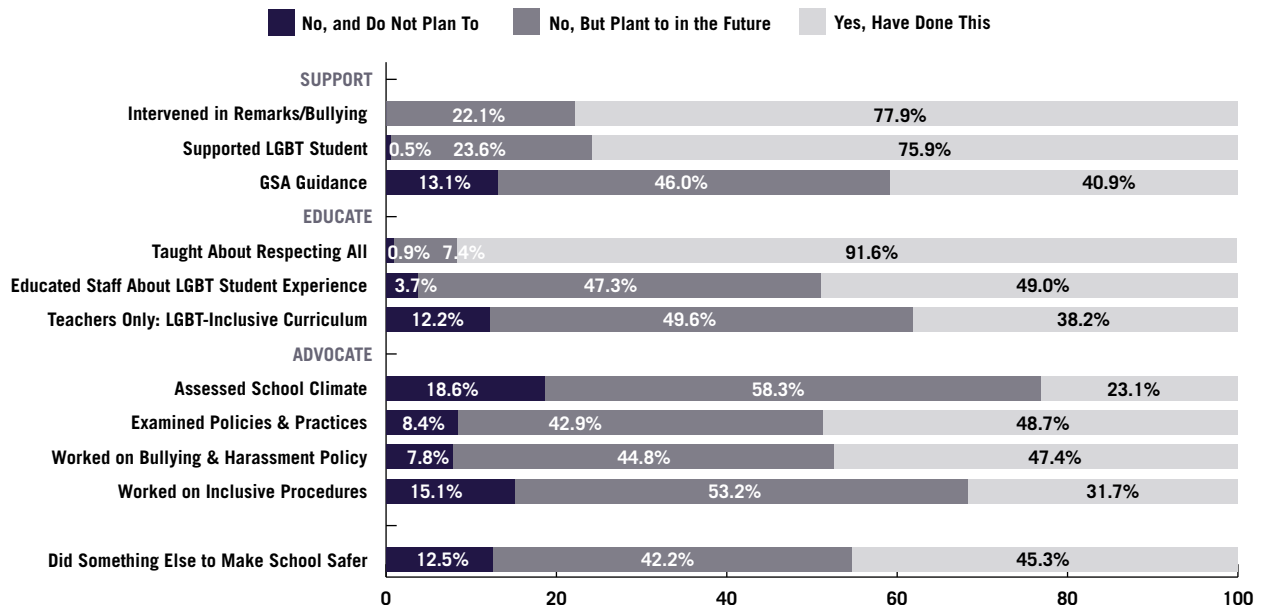
The *Safe Space Kit* was designed to provide educators with information, strategies, and resources to help them take actions to support LGBT students and improve school climate. With these enhanced knowledge and skills, educators would have greater motivation and capacity to implement the actions recommended by the *Kit* to create safer and more affirming environments for LGBT students, such as intervening in anti-LGBT behaviors and proactively advocating for inclusive policies and practices. To examine whether the *Kit* did, in fact, result in increased efforts from educators, we asked respondents a series of questions about other specific types of actions they had engaged in on behalf of LGBT students since receiving the *Kit*. In the survey, we asked a range of questions related to the three areas of important efforts educators can take, as highlighted in the *Kit*: 1) actions that “support,” such as intervening in anti-LGBT behaviors, supporting individual LGBT students, and support student clubs like GSAs; 2) actions that “educate,” such as teaching students about respecting all people, educating other staff about LGBT student issues, and, for survey respondents who are classroom teachers,

incorporating LGBT people and topics in their curricula; and 3) actions that “advocate” such as assessing their school climate, examining their schools’ policies and practices, advocating for LGBT-inclusive bullying/harassment policies and other inclusive practices and procedures (e.g., school dance rules). We also asked respondents to indicate if they had taken any other actions to make their school safer or more welcoming for LGBT youth.

SUPPORTIVE EFFORTS

As also shown in Figure 10, over three-quarters reported intervening when witnessing anti-LGBT behaviors, such as biased remarks or bullying (77.9%), and providing direct support to an LGBT student (75.9%). Providing guidance or support to student clubs, such as GSAs was less common than the others, with only 40.9% reporting that they had done so. Not all schools have a GSA, which may be, in part, why educators were less likely to report this action. It may also be that providing support to these student clubs, such as in the role of faculty advisor, involves a more substantial investment in time. Nevertheless, after receiving the *Kit*, only 13% of educators reported that they had no intention of providing some type of GSA support.

Figure 10. Actions Taken Since Receiving the *Safe Space Kit*



EDUCATIVE EFFORTS

All of the survey respondents indicated that they had engaged in at least some efforts to address LGBT-youth issues in their schools since receiving the *Safe Space Kit* (see Figure 10). Overall, educators were most likely to engage in education-related efforts as compared to support or advocacy efforts.²¹ However, this difference was most likely driven by the high percentage of respondents who reported teaching about the importance of respecting all people, such as teaching about valuing diversity or engaging in bullying prevention education (reported by 91.6% of educators). It is worth noting that this is the only effort that does not specifically focus on LGBT student issues, and given its broad focus on diversity and respect, it is not entirely surprising that it was the most common action. However, fewer educators reported having engaged in the other specifically LGBT-related educative actions—only about half had educated other school staff on LGBT issues and less than half (38.2%) of the teachers who took the survey had included LGBT-related content in their curriculum. Given that LGBT students generally report not learning about LGBT people, history or events in their classes,²² it is somewhat encouraging that in addition to the 38.2% of teachers who had already included LGBT material, an additional 49.6% reported that they had intended to do so in the future.

ADVOCACY EFFORTS

These efforts were the least commonly reported LGBT-related activities by educators, with less than half indicating that they had engaged in these activities (see Figure 10). However, a vast majority of those who had not yet engaged in advocacy, reported planning to do so in the future (see also Figure 10). Some educators may feel like advocacy falls outside their role or some may believe they do not have the adequate knowledge and skills for advocacy. In addition, they may face more resistance from school or district administration when attempting to change policies or other school-wide practices than when taking action in areas more under their direct control (e.g., curriculum, individual student interactions). More investigation is needed to understand how successful the *SSK*

is in providing educators with the knowledge and skills they need to engage in advocacy-related efforts and how this section of the *Guide* could be improved to better support educators in this area.

It is important to note that we asked educators to report on actions they have taken *since* receiving the *Kit*, and given this survey was only given at one point in time (after receiving the *Kit*), we are not able to know whether they were also engaging in any of these efforts before receiving the *Kit*.

“I have created a classroom library of ‘rainbow’ books with gay and lesbian protagonists.”

—School Literacy Coach, Maine

DIFFERENCES IN EDUCATOR EFFORTS

As we learned in our examination of educators' use of various elements of the *Safe Space Kit*, there are many factors that may influence educators' decisions regarding use of the *Kit*, such as prior experience or knowledge or support from the school administration. Similarly, there are a multitude of factors that may play a role in whether or not educators take specific actions on behalf of LGBT students in their school. In order to better understand a few of the factors that are related to LGBT-related efforts, we examined how educators' actions may vary by use of the *Kit's* materials, educators' prior skills and knowledge, exposure to *Safe Space Kit*-related training, and quality of their school environment.

Educator Efforts by Use of *SSK* Materials

As discussed above, as we know what efforts educators have engaged in since receiving the *Kit*, given the design of the evaluation study, we are not able to know for certain whether or not they are engaging in these efforts as a result of receiving the *Kit*. Therefore, in order to better understand whether these actions could be attributed to the effect of the *Kit*, we also

examined whether educators' efforts varied by what they actually did with the *Kit* materials.

We found, in fact, that displaying posters or stickers in school was related to increased educator actions.²³ Those educators who had displayed posters or stickers were more likely to have supported LGBT students and provide guidance to GSAs than those who had not. These findings are perhaps not surprising as displaying these elements of the *Kit* help to identify educators as allies for LGBT students. In addition, those who had displayed these materials were also more likely than others to have educated other staff about LGBT students. Thus, using these visible indicators of support for LGBT students may open opportunities for these educators to discuss LGBT issues with other staff. Lastly, displaying posters or stickers was related to a greater likelihood of educators working on inclusive practices and procedures in their schools. It may be that displaying these materials may provoke conversations with school administrators, providing the opportunity to address systemic policies and procedures. It may also be that educators who are more skilled or prone to advocacy are simply more likely to visibly show their support for LGBT students.

We also found that reading the *Guide* was significantly related to increased educator actions.²⁴ Those educators who had read parts or all of the *Guide* were more likely to have provided support to LGBT students or to a GSA at school, to have educated other staff about LGBT students and to have examined how inclusive their school policies and practices were for LGBT students. Thus, information in the *Guide* may empower educators to provide more proactive support to students and GSAs, and also to engage other school staff on issues related to LGBT students. In addition, in that the *Guide* contains a brief assessment tool related to their school environment it may facilitate educators examining their schools policies and practices.

Educator Efforts by Increase in Knowledge and Skills

The *Safe Space Kit* was designed to increase the efforts of educators to improve school climate for LGBT students by providing information, concrete strategies, and resources. As discussed

in previous section, findings from this evaluation indicated that the *Kit* did develop the skills and knowledge of many educators. To assess whether this increase in skills and knowledge resulted in behavior change, we examined the relationship between educators' self-report of increased knowledge and skills due to the *Kit* and their self-report of actions that they have taken since receiving the *Kit*. We found that increased knowledge/skill was significantly related to educator actions.²⁵ Educators who reported a greater increase of knowledge and skills engaged in more actions in their schools to benefit LGBT youth, indicating that the *Safe Space Kit* worked in the way it was intended (increasing educator capacity which results in increased educator actions).

“We hosted information sessions and seminars to prepare students for the Day of Silence. Over 250 middle schoolers participated. I went into 6th grade classrooms to do LGBT-awareness trainings.”

—Spanish Teacher, New York

Educator Efforts by Prior Training

As previously discussed, some *Safe Space Kits* were provided to educators in the context of a professional development training session. These trainings are generally designed to increase capacity of educators to address LGBT issues in schools and some specifically instruct educators in how to use the *Safe Space Kit*. Therefore, we might expect that educators who received training along with their *Kit* to be more prepared and motivated to use the *Kit* and engage in the *Kit's* recommended actions. Thus, we examined differences between the portion of educators who received their *Kit* as part of a training (13.5%) and those who did not receive training along with

their *Kit* (86.5%). We found that educators who received training engaged in more supportive efforts for LGBT students, but training did not appear to influence engagement in advocacy-related efforts. School staff who received training with their *Kit* engaged in more education efforts regarding diversity in general and with their peers. However, in the subset of teachers who were asked specifically about incorporating LGBT topics in their curriculum, there was no difference regarding curricular inclusion between those who received training and those who had not.²⁶ Overall, these findings suggest that exposure to training may influence educator actions. More research is needed to better understand how training influences some respondents' ability to take action to support LGBT students compared to others, as well as which actions in particular are most influenced by training. This information could help us understand which *Kit* elements would be more beneficial to users if accompanied by a training, and what content and activities the ideal *Safe Space Kit* training should include.

Educator Efforts by School Climate

Both the need for and the opportunity for educator action may vary depending on the nature of the school's climate related to LGBT issues. To better understand this relationship, we examined differences in educator efforts by school climate.²⁷ School staff who perceived their school climates as more positive for LGBT students were more likely to have engaged in supportive and advocacy efforts, compared to their peers who perceived their school climates more negatively for LGBT students. However, staff in more positive climates were not more likely to engage in education-related actions.²⁸ This suggests that school staff in more hostile school environments may feel less comfortable pursuing efforts that address LGBT issues in schools. However, this may also suggest that educators who were engaging in supportive and advocacy-related efforts made their school climates better by engaging in these activities. With respect to why staff in more positive climates were not more likely to engage in education-related actions, it could be that educators in more positive climates did not feel a need to engage in these actions if they felt this was already included in their school curricula, specifically around teaching respect and educating other school staff.

Educator Efforts by Administrative Support

As previously discussed, the support of school administration can be a key factor in educators' ability to engage in LGBT-supportive efforts in their schools. To explore in the role of school administration in educators' actions taken since they received the *Kit*, we examined associations between perceived administrative support and school staff efforts.²⁹ Notably, school staff who reported higher administrative support on LGBT-related issues also engaged in more supportive, educative, and advocacy efforts than did those in schools with less administrative support. Thus, it would appear that administrative barriers may inhibit educator action, perhaps through denying permission for educators to engage in certain actions or merely by sending a message that LGBT-supportive activities are not welcome or encouraged. These findings also speak to the possible role school administrators can play in facilitating more active engagement in LGBT-support activities, provided they demonstrate their support to their staff. Furthermore, these relationships between administrative support and educator actions persisted even after accounting for the nature of the school's climate, indicating that even in more LGBT-positive school environments, school administration can have an impact on how educators engage on behalf of LGBT youth.

Discussion

Limitations

This evaluation study provides valuable insight into the use and benefits of this education resource to aid school staff in supporting LGBT students. However, it is important to note some limitations of the study. First, this study was cross-sectional, in that it only surveyed educators at one point in time. As it was only possible to invite respondents to participate after they had already received a *Safe Space Kit*, there was no opportunity to collect baseline information from educators before receiving the *Safe Space Kit*. Therefore, in order to assess the effect of the *Kit*, respondents were asked retrospective questions about their knowledge, skills and actions related to supporting LGBT students prior to receiving the *Safe Space Kit* and then also asked about their current efforts since receiving the *Kit* and what, if any, impact they believed the *Kit* had on their skills and knowledge. However, retrospective responses can be inaccurate as they depend on human memory. Self-report data may also suffer from response bias; the questions about supportive actions educators may have engaged in may be particularly vulnerable to social desirability bias. Educators may have been more likely to say they took actions that they perceived they “should have” done, and thus, it is possible that findings from this evaluation somewhat overestimate the desirable actions taken by educators. Also, this evaluation did not assess educators’ prior actions beyond displaying LGBT-supportive materials; thus, we cannot know how other supportive actions may have influenced educators’ use and perceived utility of the SSK materials. Furthermore, educators provided self-report data as to the school context in respect to LGBT issues (i.e., supportiveness of school administrators and school climate). Not having objective data on the attitudes and supportiveness of other members of the school community (administrators, students, other school staff) limits our ability to make any definitive conclusions with respect to the potential role of school context in use and benefits of the *Safe Space Kit*.

As with any survey, it could be that the people chose to respond because they had either very positive or very negative experiences and views to

share, which could potentially result in a skewed picture from the survey results. We did, however, attempt to decrease sampling bias by providing an incentive to take the survey (\$10 Amazon gift card). Nevertheless, it is possible that those respondents who took the survey are different in some ways and that their experience with the *Safe Space Kit* is different from those who chose not to take the survey. It is also important to note that not all educators answered the open-ended questions they were presented with, potentially limiting our ability to thoroughly understand all survey respondents’ perceptions and experiences. Lastly, it is possible that there were other factors not explored in this evaluation that affected the use and effect of the *Kit*, such as the accessibility of the *Guide* or the scope of job responsibilities of the educator. Further research should examine these and other factors to better understand the benefits of the *Kit* and ways to improve it for future educators.

Conclusions and Implications

Overall, findings from this evaluation demonstrate that the *Safe Space Kit* is a valuable resource for educators. The majority of *Kit* recipients in our survey reported that they had read the *Guide to Being an Ally to LGBT Students* and displayed Safe Space posters and stickers. The preponderance of respondents also found each of these *Kit* elements to be useful in their work, and indicated that the *SSK* helped to increase their knowledge and skills about addressing issues related to LGBT students. Among the reasons respondents gave for how the *Kit* was useful in their work, the majority described that the stickers and posters provided them with a vehicle to communicate nonverbal messages of support to their students. The majority of educators displayed the Safe Space sticker and poster and found these materials to be useful in their work. Educators are using these materials to create safer and more supportive environments for LGBT students.

Although most respondents used the *SSK* elements and found them useful, our findings indicate that use and perceived usefulness of the *Kit* varied by what support educators were previously displaying. We found that respondents

who had not displayed visual signs of support before were less likely to display the Safe Space sticker and poster and to find these materials as useful compared to those who had prior supportive displays for LGBT students. This suggests that the *Kit* is perhaps more helpful in providing additional materials for educators who are already displaying visual support for LGBT students, and that more thought should be given as to how the *Kit* can be adapted to encourage educators who are not already displaying visual signs of support to do so. It also may be that respondents who are already displaying visual signs of support are doing so because they have access to their own space, such as a classroom, library, office, etc., whereas educators who are not displaying signs of support do not have the same access to their own personal space. More thought should be given as to how the *Safe Space Kit* can help educators without their own spaces to display visually supportive materials. One in ten educators stated that they had not displayed the Safe Space stickers because they were unsure of how to display them. The *Kit* could better support educators by providing information as to the variety of ways stickers, which are smaller and more mobile, can be displayed on resources and distributed to students and staff.

In addition to providing educators with ways to identify themselves or their spaces as safe and welcoming to LGBT youth, our findings indicate that the *Kit* also increased educators knowledge and skills. Most commonly, survey respondents reported that the *Kit* increased their knowledge and understanding of LGBT student issues and developed their skills to provide personal support to LGBT students and to respond to anti-LGBT language. Our findings also indicate that the *Kit* is a resource for educators regardless of their prior experience with LGBT student issues. Although respondents with high levels of prior knowledge reported learning something from the *Kit*, those who rated themselves low to moderate on their prior skills and knowledge reported learning more from the *SSK* than did those with greater prior skills and knowledge. In contrast, our findings on use of the *Kit* indicated that those who had more engagement with LGBT student issues in the past were more likely to display the *SSK* stickers and

posters once they received them. Thus, perhaps the *Guide*, designed to increase educators' knowledge and skills, is most effective for those who have limited knowledge whereas the posters and stickers are most useful for those who have already taken actions to visibly demonstrate support for LGBT students and provides them with additional supportive materials to display. These findings indicate that the *Kit* benefits educators regardless of their prior experience with LGBT student issues, and that it provides a solid base of information for educators who may be in most need—those with limited prior knowledge and skills around how to support their LGBT students. Furthermore, given that we found that increases in skills and knowledge were related to increased levels of specific efforts to improve school climate for LGBT youth (e.g. providing individual support, educating other staff, advocating for inclusive policies), it would appear that the *Kit* is operating as designed—increasing educators' skills and knowledge, and, in turn, resulting in increased educator actions on behalf of LGBT students.

“Thanks! I think all schools need to educate themselves more about the issues facing our LGBT students. Your kit is a great starting point.”

—High School Teacher, Indiana

Beyond demonstrating the benefits of the *Safe Space Kit* on educators' knowledge and skills, this evaluation also provides evidence that the *Kit* increased educators' actions in support of LGBT students. All of the respondents reported that since receiving the *Kit* they had engaged in efforts to improve school climate for LGBT students. Most commonly, educators provided direct support to LGBT students and intervened in anti-LGBT behaviors. School staff were less likely to have worked with their GSA or other

student club or to have engaged in advocacy-related activities, but it is worth noting that nevertheless almost half of respondents engaged in some type advocacy efforts such as examining policies and practices or working on inclusive policies or procedures. It is not entirely surprising that GSA support and advocacy efforts were the least common given that certain school staff, such as teachers and school mental health providers, may have more opportunity to engage in individual support and educative efforts, as compared to the potentially more time consuming school-wide efforts that may be perceived as being beyond their skills or duties. However, more attention to how the *Safe Space Kit* can better prepare and inform educators to engage in school-wide related actions, such as policy advocacy and GSA support, in their schools is warranted.

It is important to note that more than a tenth of teachers reported that they had no plans to include LGBT content in their curriculum. It would be important to examine further what are key factors in prohibiting these teachers from doing so. It may be that certain schools, such as religious schools, would not allow for such material. Further, certain states have laws prohibiting inclusion of positive information about LGBT people.³⁰ It may also be local and state curricular standards, including emphasis on education testing, may restrict their ability to include extra classroom material. However, it may also be that teachers need better or more specific materials to assist in their discussing positive representations of LGBT people, history and events.

Results from this evaluation also provide valuable insight into the ways that school community contexts may influence educators' use of the *Safe Space Kits*. Administrative support appeared to be a factor in the value of the *Kit*. Respondents who perceived that their school administration were supportive of LGBT students rated the posters as more useful than those who rated their administration as less supportive, however, administrative support was not a factor in how useful respondents rated the *Guide* and the stickers. Less supportive administrators may not allow for posters to be displayed in the school, as was in fact reported by a number of respondents.

Stickers, in contrast, may provide educators with greater flexibility in terms of how they could be displayed and distributed that are less dependent on support of their administration. With respect to educator efforts, school staff who reported higher administrative support on LGBT-related issues also reported in engaging in more efforts to support, educate, and advocate than their peers who reported less administrative support. Thus, it appears that school administrators can serve as potential barriers or potential facilitators of educators' efforts to improve school climate for LGBT students. More concrete strategies for working on these issues in school environments with unsupportive administrations could be a useful addition to the *Safe Space Kit*. Further, outside of considerations specifically related to the *Kit*, these findings illustrate the need for developing strategies for working with school administrators so that they can become facilitators rather than barriers in creating safer and more affirming schools for LGBT students.

The school climate in which respondents worked was also related to their engagement with the *Safe Space Kit*. Specifically, educators in more hostile school climates (as assessed by level of perceived student and staff acceptance of LGBT students) were less likely to display the posters than educators in more supportive school climates. School climate did not appear to affect how educators used the stickers, suggesting that there are some additional benefits of the stickers to the posters for educators who are operating in more hostile environments, such as the size and ease of distribution of the materials. School climate did, however, relate to respondents' likelihood of reading the *Guide*, suggesting that perhaps those in less accepting environments may be deterred from even reviewing LGBT-supportive materials on their own. School climate also appears to be related to whether or not educators engage in supportive or advocacy efforts around LGBT issues, indicating that more positive attitudes of other members of the school community may positively affect the type of actions educators are able or comfortable to take. It is encouraging to note that school climate does not appear to be related to educative activities. Educators in schools where students and other staff are less accepting of LGBT people, and thus

where attitude change may be most needed, are just as likely to report engaging in efforts to educate students and other staff than educators in more accepting schools. Further research should examine the impact of these supportive educator activities in various school climates—providing insight into which activities might be most effective for particular school environments.

Some educators received the *Kit* along with training about the *Safe Space Kit* and LGBT issues, and exposure to such training had some positive effect on how educators used the *Kit* elements and the actions they took to support their LGBT students in schools. Respondents who received the *Kit* as part of a training session were more likely to use the *Kit* components than those who did not receive training. Overall, school staff that received training with their *Kit* engaged in more education efforts; however, when we examined teachers specifically and the likelihood of curricular inclusion, those who received training were not more likely to incorporate LGBT topics into their curriculum. Given we have no information on the content, duration, or quality of the training respondents received, it is difficult to know why trainings appear to influence some educator behaviors, but not others. More research is warranted to better understand the content and effects of these types of trainings. Although prior training positively affected use and actions associated with the *Kit*, it did not influence how useful educators found the *Kit* to be in their work. Taken together, these findings suggest that training may be helpful in improving educator understanding of how to use the *Kit* and encouraging them to use the various components, but that educators can benefit from the *Kit* without having accompanying training.

In conclusion, when considering revisions to the *Safe Space Kit* materials or the creation of supplemental materials or activities to accompany the *Kit*, it would be important to take into account the level of supportiveness for LGBT students in the school environments. Findings from this evaluation suggest that there are some elements of the stickers that allow them to be used by educators regardless of their school context, whereas use of posters appears more dependent on supportiveness of school community. Given that some respondents found

the posters to be less useful than the stickers for a variety of reasons, including the need for administrative support to display posters, perhaps including more stickers in the *Kit* is warranted.

The findings from this evaluation suggest that accompanying professional development or training with the distribution of the *Kit* could increase educator use of the *Safe Space Kit* and at least some behaviors supportive on behalf of their LGBT students, especially among educators who are not currently displaying visual signs of support for LGBT students. Furthermore, it is encouraging that the *Kit* increased the knowledge and skills of all educators, especially among those with limited prior knowledge about LGBT issues, but more thought should be given as to how to continue to support educators who already have knowledge about LGBT issues. This support could be provided through in-person trainings, an addendum or a more advanced version of the *Guide*, or by creating additional resources and materials for educators to access.

This evaluation indicates that the *Safe Space Kit* is a valuable resource for educators and contributes to an improved school climate for LGBT students. Educators reported learning more about the experiences of LGBT students and anti-LGBT bias, gaining skills to take specific actions to effectively improve school climate and support LGBT students, and engaging in more of these actions as a result of using the *Safe Space Kit*. The *Kit* provides educators with the knowledge and skills to be a supportive ally to LGBT students and should be widely distributed and implemented. The *Kit* helps individual educators create change within their schools which can then improve the lives of their students. We hope that this resource will continue to be shared and distributed among school staff and, as a result, contribute to a more inclusive and respectful school environment for LGBT students and the entire school community.

Endnotes

- 1 To download or purchase GLSEN's *Safe Space Kit*, visit glsen.org/safespace.
- 2 Kosciw, J., Greytak, E. A., Palmer, N. A., & Boesen, M. J. (2014). *The 2013 National School Climate Survey: The experiences of lesbian, gay, bisexual, and transgender youth in our nation's schools*. New York: GLSEN.
- 3 Kosciw, J., Greytak, E. A., Palmer, N. A., & Boesen, M. J. (2014). *The 2013 National School Climate Survey: The experiences of lesbian, gay, bisexual, and transgender youth in our nation's schools*. New York: GLSEN.
- 4 Kosciw, J., Greytak, E. A., Palmer, N. A., & Boesen, M. J. (2014). *The 2013 National School Climate Survey: The experiences of lesbian, gay, bisexual, and transgender youth in our nation's schools*. New York: GLSEN.
- 5 Kosciw, J. G., Palmer, N. A., Kull, R. M., & Greytak, E. A. (2013). The effect of negative school climate on academic outcomes for LGBT youth and the role of in-school supports. *Journal of School Violence*, 12, 45–63.
- 6 For more information on GLSEN's *Safe Space Kit* Campaign see: <http://www.glsen.org/article/glsen-completes-three-year-safe-space-campaign>.
- 7 A free online version of GLSEN's *Safe Space Kit* is also available through the GLSEN website. This includes a PDF version of the Guide and the Poster and templates for printing stickers. Assessment of this online version was not included in this evaluation, only school personnel who received a "hard copy" *Kit* during the first year of the Campaign were invited to participate in the evaluation study.
- 8 Kosciw, J., Greytak, E. A., Palmer, N. A., & Boesen, M. J. (2014). *The 2013 National School Climate Survey: The experiences of lesbian, gay, bisexual, and transgender youth in our nation's schools*. New York: GLSEN.
- 9 Contact information (email addresses) were required in order to deliver the online Amazon gift cards. Therefore, in order to preserve anonymity, those choosing to receive this \$10 incentive were sent to a separate online form to enter their email address that was not connected with the survey they completed. Thus, their responses to the questionnaire remained anonymous as they were in no way connected to their email address or any other contact information.
- 10 Note that these percentages reflect those who began the survey, although they may not have remained in the final study sample as they may have inevitably been deemed ineligible (e.g., did not work in school with secondary grade levels) or have chosen not to complete the questionnaire.
- 11 To test for differences in how school personnel utilized SSK materials (i.e., stickers versus posters), a series of paired samples t-test were conducted to test whether school staff provided other school staff with more posters than stickers and whether school staff provided students with more posters than stickers. School staff provided other school staff and their own students with more stickers than posters ($t = 8.71, p < .001$, for school staff; $t = 6.62, p < .001$, for students).
- 12 To compare differences between groups, chi-square tests were performed looking at Safe Space sticker and poster display by whether or not school staff displayed other visual signs of LGBT support, including SSK materials in the past. Displayed stickers: $\chi^2 = 5.580, p < .05$. Displayed posters: $\chi^2 = 32.119, p < .001$.
- 13 To test for differences in usefulness of Safe Space stickers and posters by whether or not school personnel were previously displaying some other type of visual sign of support for LGBT people/students, an independent samples t-test was conducted with usefulness of Safe Space stickers and posters as the dependent variables and whether or not school staff previously displayed support as the independent variable. School staff who had displayed LGBT support before receiving the *Kit* found the posters and stickers more useful than their peers who did not have prior displays ($t = 5.33, p < .001$, for stickers; $t = 6.28, p < .001$, for posters).
- 14 To test for differences in whether school personnel used SSK stickers, posters and guide by whether or not they received SSK training, an independent samples t-test was conducted with use of SSK materials as dependent variables and whether or not school staff received SSK training as the independent variable. School staff who received SSK training used the SSK stickers more than their peers who did not receive the SSK training ($t = 3.79, p < .001$) and marginally used the SSK posters ($t = 1.93, p < .10$) and guide ($t = 1.98, p < .10$) than their peers who did not receive the training.
- 15 A composite variable was calculated using a mean score across a 5-item measure assessing perceived school climate (i.e., students think it's okay to be LGB, staff think it's okay to be trans). These 5 items used a 4-point likert scale (1 = "strongly disagree," 4 = "strongly agree"), which were found to be internally consistent with a Cronbach alpha of .83. A higher score indicated a more positive school climate in regard to LGBT issues.
- 16 The relationship between school climate and reading the *Guide* were examined through a Pearson correlation. More positive school climate was related to a greater likelihood of reading at least part of the Guide ($r = .104, p < .05$).

- 17 Pearson correlations were conducted to examine the relationship between school climate and displaying posters and usefulness of posters; More positive school climate was related to a greater likelihood of displaying posters actions ($r = .152, p < .001$) and higher ratings of usefulness for the posters ($r = .127, p < .01$).
- 18 Goldstein, T., Collins, A., & Halder, M. (2008). Anti-homophobia education in public schooling: A Canadian case study of policy implementation. *Journal of Gay & Lesbian Social Services, 19*(3 & 4), 47–66.
- Greytak, E. A., & Kosciw, J. G. (2010). *Year one evaluation of the New York City Department of Education Respect for All training program*. New York: GLSEN.
- Meyer, E. J. (2008). Gendered harassment in secondary schools: Understanding teachers' (non) interventions. *Gender and Education, 20*(6), 555–570.
- 19 To examine the relationship between perceived utility of SSK materials by perceived administrative support, a series of Pearson correlations were conducted between ratings of usefulness of the each of the elements and perceived administrative support as the independent variable. Administrative support was significantly related to: ratings of usefulness of the poster ($r = .111, p < .01$). There were no significant differences in ratings of usefulness by administrative support for the *Guide* or the stickers.
- 20 Skill and knowledge level before receiving the SSK regarding addressing issues related to LGBT students was assessed with a 5-item likert-type scale question (very low, somewhat low, medium, somewhat high, very high). 639 respondents answered the question and reported the following: very low (1.3%), somewhat low (8.6%), medium (28.5%), somewhat high (35.2%), very high (26.4%). To test differences in increased knowledge and skills gained from the SSK by school personnel's prior skills and knowledge, an analysis of variance (ANOVA) was conducted with prior skills as the independent variable and perceived increases in skills and knowledge as the dependent variable. Tukey post-hoc tests indicated that school personnel who had low and moderate skills and knowledge before the SSK perceived more increases in their skills and knowledge after the SSK than did their peers who reported highly on their prior skills and knowledge.
- 21 To create composite variables for each category of action taken (i.e., support, educate, and advocate), each individual item was recoded (2 for school staff who responded, "Yes, have done this," 1 for those who responded, "No, but plan to in the future," and 0 for those who respond, "No, and do not plan to"). Composite variables for each category were then created based on the mean scores of all items in each category. Based on paired sample t-tests, school staff were more likely to educate than support ($t = 2.35, p < .05$) and advocate ($t = 21.47, p < .001$) on LGBT-related efforts. School staff were more likely to support than advocate ($t = 18.99, p < .001$) on LGBT-related efforts.
- 22 Kosciw, J., Greytak, E. A., Palmer, N. A., & Boesen, M. J. (2014). *The 2013 National School Climate Survey: The experiences of lesbian, gay, bisexual, and transgender youth in our nation's schools*. New York: GLSEN.
- 23 To examine the relationship between displaying poster or stickers and the actions taken by educators, a series of chi-square tests were performed between a composite variable indicating whether an educator had displayed either the stickers or the posters and the 10 educator action variables. Statistics were significant for: Provided support to an LGBT student: $\chi^2 = 6.32, p < .05$; Provided support or guidance to a GSA: $\chi^2 = 4.95, p < .05$; Educated other staff about LGBT issues: $\chi^2 = 12.70, p < .001$; Examine school policies: $\chi^2 = 4.56, p < .05$; Worked on inclusive practices: $\chi^2 = 8.85, p < .001$.
- 24 To examine the relationship between reading the *Guide* and the actions taken by educators, a series of chi-square tests were performed between a recoded variable indicating whether an educator had read all or parts of the *Guide* and the 10 education action variables. Statistics were significant for: Examined school policies: $\chi^2 = 11.18, p < .01$; Educated other staff about LGBT issues: $\chi^2 = 6.81, p < .01$; Provided support or guidance to a GSA: $\chi^2 = 8.80, p < .01$; Provided support to an LGBT student: $\chi^2 = 4.39, p < .05$.
- 25 To examine the relationship between increased knowledge/skill and the actions taken by educators, a series of Pearson correlations were conducted between the knowledge/skill variable and the count variables for each category of action (support, educate, and advocate) (the count variables were created by adding the number of items in each category of action that respondents said that they done). An increase in knowledge/skill was related to an increase support actions ($r = 0.34, p < .001$), educator actions (for non-teachers: $r = 0.26, p < .001$, for teachers: $r = 0.219, p < .05$) and advocacy actions ($r = 0.28, p < .001$).
- 26 To test for differences in school personnel's educator efforts by whether or not they received SSK training, an independent samples t-test was conducted with educator efforts as the dependent variable and attending SSK training as the independent variable. School staff who received SSK training engaged in more supportive efforts ($t = 1.96, p < .05$) than their peers who had not received SSK training. Non-teaching school staff who received training engaged in more educative efforts on LGBT issues ($t = 2.66, p < .01$). However, there were no differences in teachers' actions to incorporate LGBT topics in their curriculum based on SSK training efforts.). No differences were found on advocating LGBT issues by SSK training attendance.
- 27 A composite variable was calculated using a mean score across a 5-item measure assessing perceived school climate (i.e., students think it's okay to be LGB, staff think it's okay to be trans). These 5 items used a 4-point likert scale (1 = "strongly disagree," 4 = "strongly agree"), which were found to be internally consistent with a Cronbach alpha of .83. A higher score indicated a more positive school climate in regard to LGBT issues.

- 28 To examine the relationship between school climate and the actions taken by educators, a series of Pearson correlations were conducted between the school climate variable and the count variables for each category of action (support, educate, and advocate). More positive school climate was related to a greater number support actions ($r = 0.95, p < .05$) and advocacy actions ($r = 0.16, p < .001$). School climate was not related to increased educator actions (for non-teachers: $r = 0.73, p < .10$, for teachers: $r = 0.08, p > .10$).
- 29 To examine the relationship between administrative support and the actions taken by educators, a series of Pearson correlations were conducted between the knowledge/skill variable and the count variables for each category of action (support, educate, and advocate). An increase in administrative support was related to an increase support actions ($r = 0.12, p < .01$), educator actions (for non-teachers: $r = 0.12, p < .01$, for teachers: $r = 0.15, p < .01$) and advocacy actions ($r = 0.20, p < .001$). (Note: these significant, positive relationships held even after controlling for school climate, through a partial correlation analyses.)
- 30 To learn more state laws that prohibit curricular inclusion of LGBT topics: <http://www.glsen.org/learn/policy/issues/nopromohomo>.

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