

YOUTH IN SYSTEMS SUMMIT

Youth Advocate Solutions: Summit on LGBTQ+ Systems-Involved Youth

November 3, 2018

AND

Providing Hope and Healing: LGBTQ+ Youth and Initiating Change within Systems

April 18, 2019

SUMMARY REPORT

November, 2019



BACKGROUND ON SUMMIT – Defining the Problem

The child welfare, educational, and criminal justice systems collectively create a set of barriers and difficulties that disproportionately affect LGBTQ+ youth. This affects LGBTQ+ youth of color the most, a large portion of whom are black youth. These barriers create and perpetuate cycles of poverty and economic disenfranchisement that result in higher likelihood of homelessness. In Chicago, the population of homeless youth is estimated at 15,000, and at 25,000 across Illinois. Nearly 40% of all homeless youth identify as LGBTQ+ (1), and of all homeless individuals in Chicago, almost 75% identify as Black or African American (2).

These systems additionally create a cyclical pipeline that move LGBTQ+ black youth in and out of prisons and correctional facilities. LGBTQ+ youth are over-represented in the criminal justice system – with 20% of youth in the criminal justice system identifying as LGBTQ+, compared to 9% of youth identifying as LGBTQ+ in the United States at large. Additionally, 85% of LGBTQ+ youth in the criminal justice system are youth of color, and are primarily Black or African American (3, 4).

LGBTQ+ Youth are affected by family rejection and instability, unsafe schools, discriminatory laws and law enforcement, and face a lack of support in health care, supportive services and family services – further experiencing destructive biases in adjudications and harsher sentences (3, 4). In order to make a difference in addressing these disparate outcomes for LGBTQ+ youth, we must address how the child welfare, educational, and criminal justice systems interact with each other and with youth to create actionable changes.

BACKGROUND ON SUMMIT – The Process

The Youth in Systems summit took place over two days, with the first day taking place on November 3, 2018 and the second day taking place on April 18, 2019.

The first day, the *Youth Advocate Solutions (YAS): Summit on LGBTQ+ Systems-Involved Youth*, organized over 30 youth, 18 to 24 years old, who have experienced the child welfare or criminal justice systems. This day-long summit was comprised of hands-on activities that leveraged the knowledge and experiences of these youth to ideate on solutions to problems facing youth in systems.

The outcomes and feedback cultivated by youth during the first day of the summit served to inform the structure and focus of the summit's second day, the *Providing Hope and Healing: LGBTQ+ Youth and Initiating Change within Systems* summit. This second day brought together youth, service providers, advocates, and policy makers to participate in panels and discussions covering topics such as the criminal justice system, child welfare system, education system, and supports such as housing and workforce development.

The goals were to:

Create a platform that centers the voices and experiences of LGBTQ+ young adults to shed light on the issues they face and gaps in services, resources and opportunities, within systems of care.

Identify opportunities to build capacity for families and communities to support systems-involved LGBTQ+ youth.

Develop an agenda for advocacy, resources and inclusion with and for LGBTQ+ young adults and service providers.

SUMMIT PARTNERS:

Summit Organizers: Pride Action Tank, Training Resources and Information Network (TRAIN)

Summit Partners: Howard Brown Health, Illinois LGBTQ Roundtable, Center on Halsted

Lead Funder: The Robert R. McCormick Foundation

Pride Action Tank – a project of the AIDS Foundation of Chicago—is a multi-issue project incubator and think tank focused on improving outcomes and opportunities for LGBTQ+ people and other marginalized groups through a collaborative process of inquiry, advocacy, and action.

Training Resources and Information Network (TRAIN) is a consortium of service providers who collaborate and share training and staff development resources in order to best meet the needs of those served by community-based organizations.

Howard Brown Health is an agency that serves men, women, transgender and gender non-conforming folks, infants, youth, and children through a multi-site operation based in Chicago delivering health and social services that include primary medical care, behavioral health, research, HIV/STI prevention, youth services, elder services, and other community initiatives.

Illinois LGBTQ Roundtable is a collaborative of organizations and individuals who work with and on behalf of children and youth in our state’s child welfare system.

Center on Halsted – the Midwest’s most comprehensive community center dedicated to advancing community and securing the health and well-being of the Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) people of Chicagoland.



In a continued effort to center the voices of youth throughout the summit process, a youth planning committee was formed to provide essential direction for the summit, as well as to generate the Youth Advocate Solutions summit logo.

Special thanks to the youth on the planning committee; Gabriella Silvio, Alan Horian, and DaMonica Williams. Additional thanks to the adult allies who were a part of the planning committee; Ruby Montes de Oca and Greg Storms. Lastly, thanks to our facilitators, D’Ontace Keyes.



SUMMIT OVERVIEW

DAY 1: YOUTH ADVOCATE SOLUTIONS

Youth participants engaged in hands-on cognitive thinking activities to ideate on solutions to challenges faced by youth in systems. To do this, participants collaborated through three stages:

EMPATHIZE: Participants utilized empathy mapping to visualize various identifies of youth in systems, emphasizing an understanding that the challenges they will generate ideas for should aligned with the person(s) they are seeking to serve.

DEFINE: To bring clarity to the purpose of the day, participants were given the chance and responsibility to redefine four pre-determined challenges as “what if” questions, utilizing the empathy mapping of the first stage to center persons within these challenges.

IDEATE: For this final stage, participants concentrated on idea generation utilizing concept mapping to leverage the knowledge of participants. Combining the work of the first two stages, participants transitioned from defining challenges to creating human-centered solutions.

Participants paired the following youth needs with human-centered solutions:

Build the capacity of families to support youth:

Provide multimedia training for families

Create safe school environments:

Pair zero-tolerance policies with cultural competency trainings

Coordinate support for youth across systems:

Create a service navigator app to connect youth with services

Support aging-out youth in systems and community programs:

Create housing programs with a built-in workforce pipeline for youth to be eligible for housing

DAY 2: PROVIDING HOPE AND HEALING

The second day was divided into two major sections, a morning session and an afternoon session. The first session began with a keynote presentation by David Fischer; Juvenile Justice, Education, and Youth Development consultant at Quo Vadimus Consulting, LLC. Following this presentation, participants had the choice of attending one of three panels:

Breakout Session A Panels:

Housing and Homelessness:

Panel representatives discussed current services and programming, overviewed the types of housing available (transitional, interim and emergency overnight), while addressing safety (physical, emotional, psychological, mental, and spiritual), and how certain policies and practices encourage or threaten that safety for young folks. This session was designed to provide solutions to addressing youth homelessness with specific recommendations to help shape positive and healthy futures.

Workforce and Employment:

This session highlighted the challenges of finding employment with livable wages for justice-involved youth and youth who experience homelessness, with special attention to those faced by LGBTQ+ youth who contend with

discriminatory workplaces. Panelists discussed their programs, challenges and opportunities, while also lending space for youth to share their lived experiences.

Legislation, Law, and Advocacy:

In this session, attendees learned about various efforts to reform and transform systems to better serve young people and build the capacities of the organizations, programs and communities that support them. Additionally, attendees learned about restorative justice efforts in Chicago, discussed ways to advocate with and on behalf of systems-involved youth, and discussed ways to create solutions to ensure that systems-involved youth know their rights and that those rights are met.

Following a break for lunch, the afternoon session began with a panel on youth experiences, presented by Jiamond Clark, Nakiesha Hale-Kirby, and DaMonica Williams of Broadway Youth Center. These youth had participated in Day 1 of the summit as well. Following this presentation, participants had the choice of attending one of three panels.

Breakout Session B Panels:

Child Welfare System:

This session looked at how to build the capacity of families and other levels of care to support LGBTQ+ youth. Discussions revolved around discrimination and stigma within and outside of the family systems. Further discussion revolved around prevention and support to family systems, in addition to looking more in depth on how institutions such as residential, group home care, and foster care can provide safety and consistency to avoid institutional traumatization for LGBTQ+ young adults.

Education:

In this session, attendees explored the experiences of LGBTQ+ youth in the education system and included research on peer harassment in schools, programs for creating safe and supportive environments for all students, and other supports for youth and families.

Criminal Justice System:

This session highlighted the experiences of LGBTQ+ justice-involved youth, particularly those who identify as transgender or gender nonconforming. Panelists discussed policies, programs and research for providing supports to justice-involved youth, including a focus on building the capacity of chosen and families of origin. Additionally, there was discussion about how to set young people up for success when they re-enter their communities, including strategies for preventing youth from entering or re-entering the criminal justice system.

Following the afternoon session, attendees reconvened for an Across Systems Panel, bringing together Marna Satlak of the Illinois Department of Juvenile Justice, Gaylon B. Alcaraz of the Department of Children and Family Services, and Dr. Kenneth Fox of Chicago Public Schools. After this panel and other closing remarks, attendees participated in an evaluation of the summit and their experiences.



KEY THEMES AND TAKEAWAYS

One of the largest takeaways gleaned from this summit is that there are too few formal platforms for these systems to communicate with each other. This failure in communication creates large and less-visible gaps in care, service, and opportunities that LGBTQ+ youth and youth of color are at an increased risk of falling into. From the notes recorded in each of the six breakout session panels, eight common themes were captured based on participants' responses. These eight themes include:

NEED FOR EDUCATION AND TRAINING

This theme includes mentions of existing and/or needed education and training opportunities for youth, as well as for those working with youth. Examples include:

As many LGBTQ+ youth in systems are focused on survival, there need to be better prioritized GED programs targeted toward these youth, as a GED is considered a bare minimum requirement for entering the work force.

LGBTQ+ competency training must be a requirement for foster parents, and this training must be in alignment with Illinois DCFS Appendix K policies that ensure the safety of LGBTQ+ youth – no training, no license for foster parents.

There is a need for better LGBTQ Youth-specific Behavioral/Mental Health training to help staff understand the complexities of what youth are going through, and to emphasize that the criminal justice system and police are not the answer when responding to behaviors and concerns.

LGBTQ+ competent history and sex education must be a requirement in statewide curriculum.

“Trans people and people of color should not have to do the work for white people; organizations should educate employees, and organizations need to facilitate education—NO HIRING WITHOUT EDUCATION unless there is a program already in place.”

– Summit Participant, Workforce and Employment Panel

NEED FOR AFFIRMING SPACES AND PRACTICES

This theme includes mentions of the need for additional affirming spaces and practices, as well as a need to improve existing affirming spaces and practices. Examples include:

Workplaces need to openly acknowledge that they encourage LGBTQ+ individuals to apply and that they are an affirming work environment.

Employers need to train their staff on and provide affirmative practices and policies such as education on pronouns, availability of gender neutral restrooms, literature and internal documents that eliminate binary or heteronormative language, and inclusion of pronouns and preferred names in email signature blocks—even in forward-thinking agencies and organizations.

In addition to their Appendix K policies, Illinois DCFS needs to actively recruit affirming homes, and they need to ensure that their Transitional Living Program (TLP) sites are actively affirming to the needs of LGBTQ+ youth.

Schools throughout Illinois need a comprehensive social and emotional transformation, including a prioritization of Gay Straight Alliances and other similar groups as affirmative spaces for LGBTQ+ students.

“Make housing and programs fit the youth they serve, not the other way around. Shelters need affirmative options for LGBTQ+ youth such as hormones, clothes, and more.”

-Summit Participant, Housing and Homelessness Panel

NEED FOR ADDITIONAL AND SMARTER RESOURCES

This theme includes mentions of a need for additional and smarter resources for LGBTQ+ youth, with “smarter” referring to a better use of already-existing resources. Examples include:

Youth in systems would benefit from tailored career development resources such as individual career counseling, lessons on how to job search, tips on how to build a resume, interview practice, and more.

There must be a recognition of and an application of resources toward the less-visible barriers to employment that youth in systems face such as access to transportation, food scarcity, and housing.

In many cases, the resources that already exist for youth in systems are too hard to find—these resources need to be made more visible and technologically accessible through a “one-stop-shop” model so that youth can find and navigate them in the most streamlined manner possible.

“We create programs for justice- involved youth that changes their behaviors but in the process breaks their spirit. Just because their behavior has changed does not make a program successful.”

-Summit Participant, Criminal Justice System Panel

NEED FOR YOUTH-DIRECTED POLICY CREATION AND DECISION MAKING

This theme includes mentions of an expressed desire or need for youth to have their opinions and persons involved more directly in processes that affect them. Examples include:

In regard to the allocation of federal, state, and local funds; we need to counter the idea that communities cannot be trusted with money. These communities know what they need to be well, and there is a need for policies that allow for autonomy and agency within these communities.

We need to engage young people around policy creation and evaluation, particularly with regard to policies that affect them.

Youth must be included on advisory boards and in the process of creating policies; not as tokens, but to provide real input from their experiences.

When involved, youth should be compensated in some capacity for sharing their time, energy, and experiences.

“How do we have young people participate so that their voices are heard and so that they can tell us exactly what they need? ... Nothing about us without us”

-Summit Participant, Criminal Justice System Panel



.NEED FOR STANDARDIZATION AND CLARITY

This theme includes mentions of a need for the standardization and clarification of inconsistent or unclear policies, practices, information, and applications. Examples include:

Judges have the authority to issue services, such as trauma therapy, that can be essential to LGBTQ+ youth—unfortunately, expedited access to these services is up to each judge’s personal discretion, letting certain youth fall through the cracks. This emphasizes a need for standardization of access to these services.

Definitions of the term “homeless” need to be better and consistent across systems. For example, the department for Housing and Urban Development’s definition of “homeless” does not include couch-surfing — thus distancing youth from the resources they need and creating gaps in necessary data.

School districts need to institutionalize policy standards, curriculum, and faculty expectations that are affirmative for LGBTQ+ students so that there are no gaps across schools and school districts.



SAFETY

This theme includes more direct mentions of safety concerns by and for LGBTQ+ youth. Examples include:

At the organizational and policy level, calling 911 on a client should be viewed as a potential act of violence that should not be taken lightly—and there has to be a prioritization of harm reduction measures as a means of proactive safety prior to calling the police.

The safety of youth is so often dependent on the adults around them – school staff need better training to intervene early when harassment and bullying are observed. Too often, harassment is reported but no action is taken, leaving students unsafe and unsupported.

School staff need to be held accountable when they violate non-discrimination policies—such as those in DCFS’s Appendix K or Chicago Public School’s guidelines—or when they fail to ensure the safety of their LGBTQ+ students. This lack of accountability directly contributes to the lack of safety for LGBTQ+ youth in and out of schools.

“We must recognize the lasting impact that us placing our clients in the line of police and the criminal justice system might have on a child’s life.”

-Summit Participant, Criminal Justice System Panel

NEED FOR MORE AND BETTER DATA COLLECTION AND USE

This theme includes mentions of the need for more data collection on LGBTQ+ youth, as well as a better application of that data. Examples include:

In most cases; in order to change systems we have to show that there are disproportionately impacted youth within these systems. Data is one of the best ways we can do that.

Qualitative information in the form of community wisdom must be valued as important and valid data alongside more empirical sources, particularly when empirical data is limited or does not yet exist for certain communities. There must be a recognition of the current limitations of our data and how this can be further marginalizing.

It is necessary to consider how the data that we do have is impacted by who is asking, how it is collected, and what is done with it.

“What do we then do with the data? How do we bring it back to the community actionably? How do we use this data to bring communities and systems together to address disparities?”

-Summit Participant; Legislation, Law, and Advocacy Panel

NEED FOR CHANGES IN LEGISLATION

This theme includes mentions of the need to change specific pieces of legislation to provide more equity to LGBTQ+ youth. Examples include:

There need to be changes in legislation around increasing the amount and kinds of physical and behavioral health services that youth can receive without consent from or notification of their parent or guardian.

There needs to be a decriminalization of sex work – which disproportionately places LGBTQ+ youth in systems and further destabilizes unstably housed or homeless youth.

The positive effects of equitable legislation are not limited to legal outcomes —access to justice and inclusion can be positive determinants of physical and behavioral health as well.



SUMMARY OF SUMMIT EVALUATIONS

At the close of both days of the summit, participants were asked to complete an exit evaluation of their experience *at* the event, the quality *of* the event, and their degree of participation.

DAY 1: YOUTH ADVOCATE SOLUTIONS – OVERVIEW OF EVALUATIONS

Participants were given 6 questions to answer, with the final question prompting a more detailed response in addition to their previous ratings. In total, 33 participants filled out an evaluation form. The responses in these evaluations have been aggregated and the summary report of participants’ answers can be found in the appendix.

Overall, the feedback from the first day of the summit was largely positive. Participants were asked five close-ended questions in the form of statements and had to evaluate whether, on a scale of 1-5, they strongly disagreed (1) or

strongly agreed (5) with each statement. With all participants' responses averaged, each question received a rating of 4.3 or above in level of satisfaction. Participants were also asked one open-ended question; what do you want people to know about LGBTQ+ youth impacted by child welfare, juvenile justice or schools? One of the major themes that emerged from participants' answers to this question is that they want people to remember that these are youth are humans too, and deserve to be treated with dignity and respect. Another common response was to remind other youth in these systems that they are not alone, and that there is community that exists for them.

DAY 2: PROVIDING HOPE AND HEALING – OVERVIEW OF EVALUATIONS

Participants were given 19 questions to answer, and were prompted to include more detailed comments in addition to their rating. Because the schedule of the second day only allowed for participants to attend one panel in each of the breakout sessions, participants skipped questions in the evaluation that pertained to panels they did not attend. In total, 75 participants filled out an evaluation. The responses in these evaluations have been aggregated and the summary report of select questions and participants' responses can be found in the appendix.

Overall, the feedback from the second day of the summit was largely positive—with 98% of satisfaction levels being rated as “Above Average” or “Excellent”. In addition to these ratings, there were a number of responses consistent throughout the second day. Many respondents felt that though there was a significant amount of information provided regarding the issues affecting youth, there should be a greater emphasis on providing practical information and resources. Another common response was to increase the level of interactivity throughout the day to better utilize the wisdom and experience present at the summit. Additionally, respondents shared their desire for more direct involvement of youth throughout the second day, and a desire to have a shorter, more focused summit experience.



PROPOSED NEXT STEPS

Based on the takeaways gathered from each panel, the evaluation responses of the attendees, and the guidance of youth and those working in these systems; a number of proposed next steps have been generated. These include:

Host a convening of staff from the juvenile justice sector, Chicago Public Schools, and Illinois Department of Child and Family services to discuss the issues gleaned from this summit; with a particular focus on addressing the lack of communication between each of these systems. Utilizing guidance from David Fischer, the Keynote Speaker from Day 2, the goals of this convening may include:

- Amplifying the need for training on LGBTQ+ issues for judges, probation officers, prosecutors, and public defenders
- Amplifying the need for training on LGBTQ+ issues for all in-system staff
- Training all youth on their rights related to identity and experience
- Amplifying the need for comprehensive case planning to prepare youth for release from systems
- Amplifying the need for an increase in supportive housing for LGBTQ+ youth
- Amplifying the need to increase access to medical and behavioral health care for LGBTQ+ youth

Host a follow-up focus group or roundtable with systems-involved youth to discuss their experiences with these systems in order to better inform the takeaways from this summit.

Amplify the work being done by University of Chicago's Poverty Lab, who utilize community data to identify and eliminate barriers to social mobility and racial equity for youth in Chicago.



References

¹ National Gay and Lesbian Task Force, Creating Change. (2007). Fact Sheet: Homeless lesbian, gay, bisexual and transgender (LGBT) youth in Chicago, Ill. National Gay and Lesbian Task Force, Creating Change with Chicago Coalition for the Homeless.

² Voorhees Center for Neighborhood & Community Improvement, University of Illinois at Chicago. (2016). 2016 Homeless Point-In-Time Count & Survey Report. UIC Nathalie P. Voorhees Center for Neighborhood and Community Improvement with Chicago Department of Family & Support Services. Chicago, Illinois.

³Center for American Progress, Movement Advancement Project. (2016). Unjust: How the broken juvenile and criminal justice systems fail LGBTQ Youth. Washington, DC: CAP, Denver: MAP.

⁴ Center for American Progress, Movement Advancement Project, Youth First (2017). Unjust: LGBTQ Youth Incarcerated in the Juvenile Justice System. Washington, DC: CAP, Denver: MAP, Washington, DC: Youth First.



LGBTQ Youth Homelessness: The Intersection of Child Welfare, Court Involvement and School Push Outs

- In Chicago, the population of homeless youth is estimated at 15,000 and at 25,000 across Illinois. Nearly 40% of all homeless youth in Chicago identify as LGBTQ. (1) Additionally, of all homeless individuals in Chicago, almost 75% of those identify as Black/African American (2).
- Nearly 94% of service provider organizations which provide services to individuals experiencing homelessness serve LGB youth and nearly 40% of all youths served are lesbian, gay or bisexual.^{6,7}
- Major issues reported by youth in housing and homelessness services include: dealing with and facing issues with the criminal justice system, experiencing difficulties with family acceptance, specifically in foster care systems, and facing challenges with school systems.⁷

LGBTQ Youth and the Child Welfare System

- LGBTQ Youth are over-represented in the child welfare system, are more likely to enter the criminal justice system.³
- LGBTQ Youth in the child welfare system face discrimination, harassment, rejection and abuse in the foster care system, and more than half report being in unsafe living conditions.^{7,3}
- Black children in Chicago are over-represented in the foster care system, representing nearly 23% of all children in care (10)

LGBTQ Youth and the Criminal Justice System

- LGBTQ youth are over-represented in the criminal justice system. 20% of youth in the criminal justice system identify as LGBTQ, compared to 9% of youth identifying as LGBTQ in the United States. 85% of LGBTQ youth in the criminal justice system are youth of color, and primarily Black/African American.^{3,4}
- LGBTQ Youth are affected by family rejection and instability, unsafe schools, discriminatory laws and law enforcement and face a lack of support in health care, supportive services and family services. They experience destructive biases in adjudications and harsher sentences.^{3,4}

LGBTQ Youth and School Systems

- LGBTQ youth experience harsher and more exclusionary disciplinary policies in schools, leading to a higher likelihood of dropping out.⁵
- Lack of completed adequate education leads to a higher likelihood of experiencing poverty, homelessness and reduced economic opportunities, which is associated with a higher likelihood of criminal justice enforcement. GLSEN identify this as the School-to-Prison Pipeline.⁵

- Possible pathways in schools that create a pipeline from schools to prisons through hostile school environments, inadequate student mental health support, and harsher and more exclusionary disciplinary policies.⁵
- In Chicago, primarily black communities, specifically on the south and west sides have the lowest educational attainment and the highest number of school closures, which perpetuate cycles of poverty. (8,9)

The Child Welfare, Educational and Criminal Justice systems collectively create a set of barriers and difficulties that disproportionately affect LGBTQ youth. This affects LGBTQ youth of color the most, a large portion of whom are black youth. These barriers create and perpetuate cycles of poverty and economic disenfranchisement that result in higher likelihood of homelessness. They also create a cyclical pipeline that move LGBTQ black youth in and out of prisons and correctional facilities. In order to make a difference in addressing homelessness for LGBTQ youth, we must address how current systems interact with each other and with youth to create actionable changes.

Contact information:

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References

- ¹ National Gay and Lesbian Task Force, Creating Change. (2007). Fact Sheet: Homeless lesbian, gay, bisexual and transgender (LGBT) youth in Chicago, Ill. National Gay and Lesbian Task Force, Creating Change with Chicago Coalition for the Homeless.
- ² Voorhees Center for Neighborhood & Community Improvement, University of Illinois at Chicago. (2016). 2016 Homeless Point-In-Time Count & Survey Report. UIC Nathalie P. Voorhees Center for Neighborhood and Community Improvement with Chicago Department of Family & Support Services. Chicago, Illinois.
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- ⁵GLSEN (2016). Educational exclusion: Drop out, push out, and school-to-prison pipeline among LGBTQ youth. New York: GLSEN.
- ⁶ Durso, L.E., & Gates, G.J. (2012). Serving Our Youth: Findings from a National Survey of Service Providers Working with Lesbian, Gay, Bisexual, and Transgender Youth who are Homeless or At Risk of Becoming Homeless. Los Angeles: The Williams Institute with True Colors Fund and The Palette Fund.
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- ⁹ Bechteler S.S. for The Chicago Urban League. (2016). 100 Years and Counting: The Enduring Legacy of Racial Residential Segregation in Chicago in the Post-Civil Rights Era, Part One: The Impact of Chicago's Racial Residential Segregation on Residence, Housing and Transportation. The Chicago Urban League, Chicago Illinois.
- ¹⁰ US Department of Health and Human Services, Children's Bureau. (2017). The Adoption and Foster Care Analysis and Reporting System (AFCARS) Report Preliminary FY 2016 Estimates. Retrieved from: <https://www.acf.hhs.gov/sites/default/files/cb/afcarsreport24.pdf>



Name of Session : Breakout Session B- Criminal Justice System

Date : 04/18/2019

Name of Notetaker : Meg McElroy

Time of Session : 02:00p- 03:30p

Name of Facilitator : LaTonya Maley

<p>VERBATIM - Personal Experience</p>	
<p>PERSONAL</p> <ul style="list-style-type: none"> -- When everyone leaves here today talk about this with one additional person, so people know the disproportionate interactions of LGBTQ youth with the criminal justice system. People need to understand what is going on so bias and stereotypes can be broken down. -- Investment that we want to do better, and better our entire communities, that queer young folks are worthy and deserving of love—just like their cisgender heterosexual peers. -- Connections with the faith community—while these are people’s homes they also can and have been sources of great pain, we need engagement with faith leaders about their role. 	<p>PROGRAMMING</p> <ul style="list-style-type: none"> --Programs that model a “one-stop shop” work best, it is challenging as an adult to keep appointments straight, let’s think about how a 19 year old is supposed to navigate. This model ensures youth coming out of the system get what they need to keep them out of returning. -- We create programs for justice- involved youth that changes their behaviors but in the process breaks their spirit. Just because their behavior has changed does not make a program successful. -- Figure out individually what youth need to decrease recidivism—LGBTQ Youth on probation may have different needs that should focus on healing, need, and a community approach. -- Training from the top down, and bottom up, of how to support youth in the criminal justice system—accountability and consequences for the people who receive training but continue to enact biases on young people in their care. -- Better LGBTQ Youth specific Mental Health training to help staff understand the complexities of what youth are going through, so the criminal justice systems and police are not the answer responding to behaviors and concerns.
<p>FUNDERS</p> <ul style="list-style-type: none"> -- Stop spending money on really foolish investments and investigations. There are so many resources that can be allocated to really important things. -- Funders don’t always understand violence prevention and behavioral change take time. -- Just because a person is no longer at a community organization or a site (they have been moved, or banned, or passed on to the next system) doesn’t mean we are making progress to reduce violence we are just no longer counting that person when we do report. -- Youth need access, on the south and west side -- connections within the faith community—these are people’s homes but also a source of pain—so this could be education and training. 	<p>POLICY</p> <ul style="list-style-type: none"> -- How can we have young people also participate at these kinds of events, so their voices are highlighted, and they are sharing exactly what they want with us? The concept of nothing about us without us—engaging young people around policy creation and evaluation. -- We need to hold our elected officials accountable to put their resources and energy where there are really needs, specifically Black Trans Youth. We cannot invest in things that add to the problem. -- Policy at the organizational level- We need to view calling 911 on a client as an act of violence that should not be taken lightly. We need to question what is the harm reduction that can be done before calling the police. And recognizing the lasting impact that us placing our clients in the line of police and the criminal justice system might have on this child’s life. We need to hold staff accountable when someone calls 911, was that the only thing that could have been done to address safety (sometimes the answer is yes). -- We should explore and model after hospitals, who lose money when someone returns after discharge within a certain window with a preventable healthcare issue. That return is looked at as a failure of the first discharge and interaction—we did not work to keep someone successfully out of the system. --Crisis Intervention Training (CIT Officers) for our police force -- How do we build empathy and positive power with security staff (frontline daily engagement with youth)—engaging them in the building of policies and practices. Security staff need to be engaged as partners and leaders even though we have a values difference... they are the folks who impact the day to day lives of our young people.
<p>OTHER</p> <ul style="list-style-type: none"> -- Bullying, Family Rejection, and Homelessness these are the perfect storm that send children into the incarceration system. -- Think about yourself at your worst, think about if you would have lost your life, what would people say? What would happen if you could not better yourself, we have people in those moments who deserve the chance to better themselves! <p>RESOURCES Community Members Mentioned</p> <ul style="list-style-type: none"> -- Faith Based Resource: Danyelle Thomas “Unfit Christian Congregation” -- Open Door Health Center—HIV+ and LGBTQ health services, housing assistance, behavioral health, outreach, and case management. 	

Group Agreements

- Speak from your own experiences
- We are all teachers and learners
- Listen respectfully to different opinions
- What's said here, stays here. What's learned here, leaves here.
- Do not make assumptions about people's identities
- One speaker at a time

YOUTH & SYSTEMS SUMMIT NOTES

THEMES:

- Education and training for priority populations ~ 20 ~
- Education and training for those working with priority populations ~ 24 ~
- Need for affirming spaces and practices ~ 25 ~
- Need for additional and smarter resources ~19 ~
 - “smarter” referring to a better use of already available resources
- Need for priority population involvement ~ 7 ~
 - An expressed desire or need for priority populations to have their opinions and persons involved more directly in processes that affect them
- Need for changes in legislation ~ 3 ~
- Need for standardization and clarity ~ 7 ~
 - Inconsistent/unclear policies, practices, information, applications
- Need for more and better data collection and use ~ 7 ~
- Safety ~ 7 ~
 - All of these themes relate to safety, but these are more direct mentions of safety concerns by and for priority populations

Work Force Dev Break Out Session A

Given your work and understanding of work force and employment, what are some challenges into helping LGBTQ and people of color, disenfranchised youth, etc?

- Get to the root of why said youth feel they are not good enough/ready/worthy
- Mentorship is needed
- Barriers to employment: **transportation**, etc
- **Lack of confidence to be out/be themselves means they may not go out to try to go get a job.** Only half of LGBTQ ADULTS are out at work. Same issues in teens. Being yourself is an extra layer of the issue
- HR: you're always told "hire the best person who costs the least amount of money". Social Work: kids are bringing their trauma into the workplace with a number of issues, and it takes finding employers who are WILLING to work with these youth - supportive services and collaborations are necessary to get these youth into the RIGHT employment
- **Lack of education** - LGBTQ youth need access to GED programs because it's the bare minimum requirement for employment
- Lack of experience - youth don't **have chances to do internships bc they are unpaid, lack of access to experience/networking/parental networking**

Please identify for us, what employment programs and services are there that are available to LGBTQ+, homeless, youth of color, youth in the justice system, etc?

- **Chicago House - Trans youth - CHAP** - youth of color 18-32 who are trying to get into the public health world, 6 week program will end in getting an HIV testing certificate, professionalism
- **Trans Readiness Workshop** - what are your legal protections in the workplace, professional hard skills
- drop in programs don't have to be a part of Chicago House (served 500 trans persons last year)
- **Places need to OPENLY acknowledge that they encourage LGBTQ+ to apply** - not enough places actually are "OPENLY" encouraging of LGBTQ applicants
- **Lawrence Hall** - tailored to meet the groups listed, employment, volunteering, etc. Safer Foundation, Night Ministry, SGA, Youth Drop in Center at Night Ministry is for LGBTQ youth. How do we spread the word about these programs? How do we eliminate stigma for getting access?
- **Trans Can Work in LA** - looking at potential national expansion? Works to help in customer facing work

- **Trans Tech Social Enterprise** - trans women of color are priority - programs for how to learn programming, tech, etc.
- **Center on Halsted**
- **BraveSpace Alliance**
- **Center for Identity and Inclusion at University of Chicago?**
- **TransWorks**

How can we revamp the workforce and employment so young people and their families of choice/origin have the chance to thrive? Revamping: making sure employment is safe, etc

- **Hard to find these resources** - make resources more technologically accessible/visible
- **Being very OUT in your allyship**
- **Mentorship programs** - need role models who are NOT removed (not celebrities)
- Internalized transphobia preventing trans people from literally leaving their homes and being safe
- Best way to revamp the system is identify the needs, then meet those needs
- **Trauma informed care** - needs to be adopted in the employment, how to actually HELP the people at all exit points
- **Build a resume - how** to help with the yearly update, difficulty in the application, how to job search, self-worth in the job search, how to dress for an interview, how to do an interview by practicing, improv for introverts, do you negotiate once you get the job, **INDIVIDUAL CAREER COUNSELING**, lunch money, anxiety management
- This doesn't end once the population gets the job, things change so much in even just one week
- **How to deal with conflict in the workplace**
- Networking within allies, and how to direct our people to those resources within that network
- **Ally is an ACTION**

Questions:

How **accessibility to GED is an issue** - why is it so hard? Why is it like this?

- **Amount of discrimination in school admin, teachers, students - LGBT (esp. trans) are more likely to be assaulted and obviously drop out.** Research is available for the actual numbers. Once you

drop out, there isn't really a follow up for getting them into a GED program, and same in the juvenile justice system. What do people do to survive? They're focused on surviving instead of a GED. **Center on Halsted has an okay GED program.** **King College has a program.**

Building partnerships with employers - what does that process look like? Confidentiality? Etc

- **Cold calls, going to employers, following up with them, contact points**, THEN walk young people through the process of applying, making sure parents sign consent form to inform **employers of the support needed for the youth**, etc
- Honesty is the best way to approach it
- Stipend to employer

Adding genders to applications? Policies?

- **Some who would like to have the boxes available and allow education** - could start a conversation with employers
- Eliminating gender entirely?
- Diversity hires - get people in the door
- Expanding tax credits to hiring LGBT persons, etc

Trainings around white fragility? Trans? Etc

- Trans and black people should not have to do the work for white people, **orgs should educate employees, orgs need to facilitate education**, NO HIRING WITHOUT EDUCATION unless program is already in place

EAP?

- Not always widely available - requires a full time job for most places
- Some schools extend it to their students
- An area we can expand on

Child Welfare Break Out Session B - Hand outs were given as well

Panelists: Bill B., MA; Ghirlandi G., JD; Ulysses Rosales, JD

Talk about the challenges and opportunities to help transform the field of child welfare and how we can better serve the growing number of LGBTQ youth, and attract MORE youth who need our services

Appendix K

DCFS LGBTQ Policy - Illinois was one of the first states to have an LGBTQ policy, recently updated in May 2017, ACLU would have liked to have seen more accountability in the policies, but it is overall a roadmap and "good". Implementation is the issue - policies not followed the way they should be. ACLU filed law suit against DCFS in 1988, case was settled under BH Consent Decree. This is important for standards of care for ALL youth. Illinois LGBTQ roundtable meetings several times per year focuses on the need to train all on appendix K.

Office of the Public Guardian - juvenile, domestic relationships, adult. 6,000 clients in Cook County in juvenile alone. Consent Decrees are a result of a litigation

Public Policy Washington DC - most are LGBTQ+ and of color youth. They conduct many focus groups across the country - they want systems to recognize who they are and not in a silo. We need affirmation - all children should be loved for who they are. System changes take a long time between federal and state level, changes in leadership, laws, etc. WE NEEDED DATA - guidelines for child welfare data in Pittsburgh. Report will be released soon. They do a brief youth anonymous survey. SOME things have changed for young people toward more affirming care. Courts are much more aware of pronouns, education, names, medical conditions, etc. SOGE. Pockets of practice have changed.

South Carolina policy - discrimination faith-based

The training has been in the works since 2017 and there's no consistent training and it's now 2019. Some kind of systemic training has to happen before SOGE data collection.

How do we recruit foster parents that are trained/welcoming? Roundtable is pushing for DCFS to recruit affirming homes, same sex couples, etc. Training NEEDS to be for every foster parent. No training, no

license. Even after 2 recruiting events, there isn't enough. DCFS doesn't put in the work to follow up to get those kids to those affirming families.

Kids who have been traumatized, who say something worrisome, kids want to go back to a home or don't want to go back to a home... **have to check into what is both the child's wishes** and what's BEST for the child. It is a balance. Homes on hold are a case by case basis. Judge can issue services, like trauma therapy, under section 2-10, **and ACLU tries to use that to get services as fast as possible.** **Judges are also something that can be a factor... it's their decision and they're all different.**

Training/Appendix K - looking for a cultural change and not just a moment in time. **Training has to align with policy.** Without that then change won't support the policy.

HRC - **getting LGBTQ seal for organizations/companies.** Roundtable has talked about all children all families, important to put providers through that program.

To look at the content of the trainings, and if the trainings are **informed from all children and inclusive,** is the training enough for the youth we are trying to serve and protect?

CANS 2.0 - doesn't have mandatory LGBTQ information

Lawrence Hall **has a training and a zero tolerance for NOT affirming children** - this a BIG work culture piece - should be implemented everywhere of a baseline for affirmation

How do we measure that children are happy/satisfied in their care? When parenting is a challenge? Comparison groups.

Family First Federal - 1 year of prevention money, push to have short term quality residential care, disincentive for group care - is group care best? Is individual care best? Lots of advocacy for individual residential care

In a year - **make sure everyone has this information about Appendix K and knowing more about the provisions**

Name of Session : Breakout Session A- Legislation/Law/Advocacy Date : 04/18/2019

Name of Notetaker : Meg McElroy

Time of Session : 10:45a- 12:15p

Name of Facilitator : Aisha Davis

VERBATIM - Personal Experience

-- Panelist-- I didn't get to where I am by happenstance, I had a mother who cared about me and made sure I got what I needed.

PERSONAL

-- Powersharing, we owe it to young people to share how their voice is going to be integrated and used.
-- Nothing about us, without us - you have to have those folks involved at all parts if policies are going to be successful
-- There needs to be a shift for everyone to view LGBTQ children, and they are all our children, as worthy, valuable and deserving of love.

PROGRAMMING

-- We need better programs in place for youth after they turn 21 and aren't able to access youth services any longer. The human brain is not done developing at 21 and when looking at peers who have advantages we see them relying on family long past 18 years old.
-- There is nothing in place for children who have high adverse childhood experience scores. We see them through this revolving door of trauma and care without disrupting the system. Then they are left in our facilities, how is that better care than what can be provided in the home?! We are holding and housing them, it is institutionalization.
-- We are forcing people into systems that they should not be in (homeless youth in psychiatric hospitals), but we know they will get services, but this is further marginalizing. Going into a system can have long and lasting impacts.

FUNDERS

-- There needs to be honest conversation about resources allocation.

POLICY

-- We spent years without a budget, if you want to know a state's priorities look at where it is putting money. During the time we didn't have a budget, preventative and protective dollars (like childcare) were cut, and systems impacting families and youth were defunded. We need to counter the idea that communities cannot be trusted with money, they know what they need to be well and we need policies in place to create autonomy and agency within these communities. At every turn we need to intentionally empower and have a culture of de-carceration.
-- HB2963- Homeless Youth Task Force, DCFS said they could do a better job raising kids but then kids are ending up homeless.
-- Change in legislation around mental health services a youth can receive without parental consent/notification.
-- Systems and lobbyists need to see how policies are intertwined, how they interplay and opposed one another. Explore why this is happening.
-- Intentionally build a data skill set into our governmental capacity be able to ask and answer why does our data look that way, how did we gather our data, how do we understand what our data is saying.
-- Different policies impact people differently—think about policies that promote health, think about how some policies actually create illness in a community
-- Researcher looking at MSM in a clinic in Massachusetts asking "Why do [MSM] experience more mental illness, depression, and physical ailments. Then marriage equality passed and there was a huge decrease in seeking those services. Lesson- When you have access to justice and inclusion YOU GET WELL!
-- Every quarter the state and providers should meet to talk about youth in their systems and how the systems communicate with one another

Other

-- Reliable, Accessible Data, in order to change systems we have to show that there are disproportionately impacted youth in systems that we all know are present. What do you then do with that data, how do you bring it back to the community. How can we use this data to look at everyone (and every system) creating this disparity and bring them together at one table to discuss, learn, and grow from each other— including those from the community
-- We also have to recognize the current limitations of data and how this in and of itself is further marginalizing. For many people data does not exist (yet!) and the data we do have is impacted by who is asking, how it is collected, and what is done with it. For those communities we do not have data for (example of trans youth) we need to find ways to count ourselves. This is ground up work that hopefully would be moved up the ladder until someone with the institution, name, and resources recognizes we need to further explore this. However, wisdom (qualitative information) can be just as strong and valid as formal education (quantitative information) and we need to grow from those places in communities until a time that data is systematically collected. However, storytelling is important because this is where the seeds start to grow.

Name of Session : Breakout Session B- Criminal Justice System
 Name of Notetaker : Meg McElroy
 Name of Facilitator : LaTonya Maley

Date : 04/18/2019
 Time of Session : 02:00p- 03:30p

<p>VERBATIM - Personal Experience</p>	
<p>PERSONAL -- When everyone leaves here today talk about this with one additional person, so people know the disproportionate interactions of LGBTQ youth with the criminal justice system. People need to understand what is going on so bias and stereotypes can be broken down. -- Investment that we want to do better, and better our entire communities, that queer young folks are worthy and deserving of love—just like their cisgender heterosexual peers. -- Connections with the faith community—while these are people’s homes they also can and have been sources of great pain, we need engagement with faith leaders about their role.</p>	<p>PROGRAMMING -- Programs that model a “one-stop shop” work best, it is challenging as an adult to keep appointments straight, let’s think about how a 19 year old is supposed to navigate. This model ensures youth coming out of the system get what they need to keep them out of returning. -- We create programs for justice- involved youth that changes their behaviors but in the process breaks their spirit. Just because their behavior has changed does not make a program successful. -- Figure out individually what youth need to decrease recidivism—LGBTQ Youth on probation may have different needs that should focus on healing, need, and a community approach. -- Training from the top down, and bottom up, of how to support youth in the criminal justice system—accountability and consequences for the people who receive training but continue to enact biases on young people in their care. -- Better LGBTQ Youth specific Mental Health training to help staff understand the complexities of what youth are going through, so the criminal justice systems and police are not the answer responding to behaviors and concerns.</p>
<p>FUNDERS -- Stop spending money on really foolish investments and investigations. There are so many resources that can be allocated to really important things. -- Funders don’t always understand violence prevention and behavioral change take time. -- Just because a person is no longer at a community organization or a site (they have been moved, or banned, or passed on to the next system) doesn’t mean we are making progress to reduce violence we are just no longer counting that person when we do report. -- Youth need access, on the south and west side -- Connections within the faith community—these are people’s homes but also a source of pain—so this could be education and training.</p>	<p>POLICY -- How can we have young people also participate at these kinds of events, so their voices are highlighted, and they are sharing exactly what they want with us? The concept of nothing about us without us—engaging young people around policy creation and evaluation. -- We need to hold our elected officials accountable to put their resources and energy where there are really needs, specifically Black Trans Youth. We cannot invest in things that add to the problem. -- Policy at the organizational level- We need to view calling 911 on a client as an act of violence that should not be taken lightly. We need to question what is the harm reduction that can be done before calling the police. And recognizing the lasting impact that us placing our clients in the line of police and the criminal justice system might have on this child’s life. We need to hold staff accountable when someone calls 911, was that the only thing that could have been done to address safety (sometimes the answer is yes). -- We should explore and model after hospitals, who lose money when someone returns after discharge within a certain window with a preventable healthcare issue. That return is looked at as a failure of the first discharge and interaction—we did not work to keep someone successfully out of the system. -- Crisis Intervention Training (CIT Officers) for our police force -- How do we build empathy and positive power with security staff (frontline daily engagement with youth)—engaging them in the building of policies and practices. Security staff need to be engaged as partners and leaders even though we have a values difference... they are the folks who impact the day to day lives of our young people.</p>
<p>OTHER -- Bullying, Family Rejection, and Homelessness these are the perfect storm that send children into the incarceration system. -- Think about yourself at your worst, think about if you would have lost your life, what would people say? What would happen if you could not better yourself, we have people in those moments who deserve the chance to better themselves! RESOURCES Community Members Mentioned -- Faith Based Resource: Danyelle Thomas “Unfit Christian Congregation” -- Open Door Health Center—HIV+ and LGBTQ health services, housing assistance, behavioral health, outreach, and case management.</p>	

Session: Housing & Homelessness
Notetaker: Lisa Marco Kouba
Session: Morning
Facilitator: Latonya Maley

Personal Experience: None shared during session. Beth Horwitz, however, referenced a website voicesofyouthcount.org that might be a good reference.

Programming:

1. **Transwomen of color need better life skills education** as they come out of system housing. Specifically, they need to learn how to present themselves successfully various communities. **Not being respected as women is their #1 problem.** (Kevin Pleasant)
2. **Better staff training in LGBTQ affirming practices is key. This is still needed even in forward thinking agencies and organizations.** E.g.: (a) proper use of pronouns; (b) gender neutral bathrooms; (c) literature and internal documents that eliminates binary language; (d) include pronouns in signature blocks; etc. (Devin Redmond, Carolyn Wahlskog)
3. **Need resources when youth leave shelters.** What happens at 9 a.m. when they leave a shelter that they were bussed to, **but they don't have a bus card to leave a neighborhood where they don't feel safe?** (Devin Redmond)
4. Shelters **need better set ups for Transgender youth.** Make housing and programs fit the youth; not the other way around. **Supply hormones, clothes,** etc. (Carolyn Wahlskog)
5. **Training and interaction with Police and faith-based organizations is needed.** (Carolyn Wahlskog)
6. **Publish where youth can access services.**
7. **Create inter-generational spaces where adults can learn about and become more LGBTQ affirming.** (Attendee suggestion)
8. Create **programs in churches, schools, etc. for whole families to become more informed** and affirming. (Attendee suggestion)
9. **Have leadership training for youth who participate in organizations** and who show an interest in being advocates. (Attendee suggestion)

Policy:

1. **Decriminalize sex work** (Kevin Pleasant)
2. **Definition of "homeless" needs to be better and consistent across systems.** For example, HUD does not count couch-surfing as "homeless". (Kevin Pleasant)

3. How can we make organization and programming work sustainable?
4. DCFS youth placed in non-affirming TLPs (i.e., no hormones) (Carolyn Wahlskog)
5. Include youth on advisory boards; not as tokens, but to provide real input; and they should be paid for their time. For example, HUD won't fund programs that youth don't approve as needed. (Beth Horwitz)

Funding:

1. Beth Horwitz had a slide in her power point presentation that listed numerous funders for the Chapin Hill study on the scope of LGBTQ homelessness. They may be continuing sources for funding programs. The slide was not up long enough for me to write down all of the names. Perhaps you can get a copy of that slide.

Other:

Sharday Hamilton had a family emergency and could not attend as a panelist.

Session: Education
Notetaker: Lisa Marco Kouba
Session: Afternoon
Facilitator: Renee Lehocky

Personal Experiences:

Attendee from Big Brothers/Big Sisters encounters parents who do not want LGBTQ mentors for their children and asked how to deal with these situations.

Attendee from a charter school (receiving DCFS funding) asked what to do about staff that refuse to honor chosen pronouns. They were advised that CPS Guidelines are applicable to the school and are mandatory. The Appendix K of the Guideline expressly states that staff must respect and use chosen pronouns.

Programming:

1. Staff need training to intervene early when there is bullying or harassment observed or reported. Believe the LGBTQ student This is critical; too often harassment is reported but no action is taken. Cyberbullying peaks in middle school and need to be addressed. (Rodrigo Anzures)
2. Entry points for support:
 - a. Curriculum inclusion;
 - b. Hire affirming staff;
 - c. Sexual health services;
 - d. Sex education;
 - e. Professional development;
 - f. Gay-Straight Alliances; or similar groups
 - g. Comprehensive school transformation for social/emotional development on 6 dimensions (need a courageous Superintendent or principal) (Beth Horowitz):
 1. Key stakeholders involved
 2. Data informed decisions
 3. Good policies & implementation
 4. Professional development
 5. Student Support
 6. Discipline practices

Policy:

1. Districts need to institutionalize standards and expectations re affirming LGBTQ students so that there are no gaps across schools. (Rodrigo Anzures)
2. Staff needs to be held accountable when violating policies. (Rodrigo Anzures; Jennifer Leininger)
3. Need to include LGBT history and affirmation in curriculum; including sex education.
4. Include LGBTQ youth when developing policies. Adults do the “boring” work (initial draft) but hold a focus group with youth – best feedback ever (Rodrigo Anzures)

Funders: None discussed.

Day 1: Summary of Evaluations

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	TOTAL
The activities were excellent	2 6.06%	1 3.03%	2 6.06%	4 12.1%	24 72.7%	33
I was able to share my ideas and experiences	1 3.03%	3 9.09%	0 0.0%	4 12.1%	25 75.8%	33
This summit was a valuable use of my time	1 3.03%	1 3.03%	1 3.03%	3 9.09%	27 81.8%	33
The summit prompted me to rethink my views on systems like DCFS, juvenile justice or schools	0 0.0%	4 12.9%	4 12.9%	4 12.9%	19 61.3%	31
It is important to continue conversations about LGBTQ+ youth in systems	1 3.03%	1 3.03%	1 3.03%	1 3.03%	29 87.9%	33

Day 2: Summary of Evaluations

Q1. What is your role or profession? (Self-reported)

Role or Profession	Number of Responses
Social Worker / Counselor	56
Other *	9
Community Member	5
Educator	3
Student	2
Psychologist	2
Legal	1
Medical	0

Q4. Please rate your keynote session experience: David Fischer, Quo Vadimus, LLC

	Poor	Below Average	Average	Above Average	Excellent	TOTAL
Speaker's knowledge of the subject matter	0 0.0%	0 0.0%	11 15.3%	26 36.1%	35 48.6%	72
Speaker's effective communication of content	2 2.8%	1 1.4%	18 25.0%	21 29.2%	30 41.7%	72
Overall keynote session experience	2 2.8%	1 1.4%	17 24.0%	26 36.7%	25 35.2%	71
Information provided that I can use in my practice	1 1.4%	2 2.8%	18 25.4%	30 42.3%	20 28.2%	71

Q6. Please rate your Breakout Session A experience: Housing and Homelessness Panel

	Poor	Below Average	Average	Above Average	Excellent	TOTAL
Relevance of information to overall conference	0 0.0%	0 0.0%	8 22.2%	11 30.6%	17 47.2%	36
Panelists' knowledge of subject matter	0 0.0%	0 0.0%	2 5.6%	15 41.7%	19 52.8%	36
Panelists' effective communication of content	0 0.0%	0 0.0%	5 13.9%	15 41.7%	16 44.4%	36
Information provided that I can use in my practice	0 0.0%	1 2.8%	8 22.2%	11 30.6%	16 44.4%	36

Q8. Please rate your Breakout Session A experience: Workforce and Employment Panel

	Poor	Below Average	Average	Above Average	Excellent	TOTAL
Relevance of information to overall conference	0 0.0%	0 0.0%	2 15.4%	7 53.9%	4 30.8%	13
Panelists' knowledge of subject matter	0 0.0%	0 0.0%	1 7.7%	8 61.5%	4 30.8%	13
Panelists' effective communication of content	0 0.0%	0 0.0%	3 23.1%	6 46.2%	4 30.8%	13
Information provided that I can use in my practice	0 0.0%	0 0.0%	2 15.4%	7 53.9%	4 30.8%	13

Q10. Please rate your Breakout Session A experience: Legislation, Law, and Advocacy Panel

	Poor	Below Average	Average	Above Average	Excellent	TOTAL
Relevance of information to overall conference	0 0.0%	1 3.3%	7 23.3%	12 40.0%	10 33.3%	30
Panelists' knowledge of subject matter	0 0.0%	0 0.0%	4 13.8%	11 37.9%	14 48.3%	29
Panelists' effective communication of content	0 0.0%	0 0.0%	5 16.7%	10 33.3%	15 50.0%	30
Information provided that I can use in my practice	0 0.0%	0 0.0%	12 40.0%	10 33.3%	8 26.7%	30

Q12. Please rate your Breakout Session B experience: Child Welfare System Panel

	Poor	Below Average	Average	Above Average	Excellent	TOTAL
Relevance of information to overall conference	0 0.0%	0 0.0%	0 0.0%	8 33.3%	16 66.7%	24
Panelists' knowledge of subject matter	0 0.0%	0 0.0%	1 4.2%	7 29.2%	16 66.7%	24
Panelists' effective communication of content	0 0.0%	0 0.0%	2 8.3%	6 25.0%	16 66.7%	24
Information provided that I can use in my practice	0 0.0%	2 8.3%	1 4.2%	7 29.2%	14 58.3%	24

Q14. Please rate your Breakout Session B experience: Education System Panel

	Poor	Below Average	Average	Above Average	Excellent	TOTAL
Relevance of information to overall conference	0 0.0%	0 0.0%	3 13.0%	5 21.7%	15 65.2%	23
Panelists' knowledge of subject matter	0 0.0%	0 0.0%	2 8.7%	5 21.7%	16 69.6%	23
Panelists' effective communication of content	0 0.0%	1 4.4%	4 17.4%	2 8.7%	16 69.6%	23
Information provided that I can use in my practice	0 0.0%	0 0.0%	6 26.1%	6 26.1%	11 47.8%	23

Q16. Please rate your Breakout Session B experience: Criminal Justice System Panel

	Poor	Below Average	Average	Above Average	Excellent	TOTAL
Relevance of information to overall conference	0 0.0%	0 0.0%	6 17.1%	13 37.1%	16 45.7%	35
Panelists' knowledge of subject matter	0 0.0%	0 0.0%	7 20.0%	11 31.4%	17 48.6%	35
Panelists' effective communication of content	0 0.0%	1 2.9%	5 14.3%	13 31.1%	16 45.7%	35
Information provided that I can use in my practice	0 0.0%	0 0.0%	9 25.7%	12 34.3%	14 40.0%	35

Q17. Please rate your session experience: Youth Experiences Panel

	Poor	Below Average	Average	Above Average	Excellent	TOTAL
Relevance of information to overall conference	0 0.0%	1 1.5%	12 18.2%	16 24.2%	37 56.1%	66
Panelists' knowledge of subject matter	0 0.0%	1 1.5%	10 14.9%	18 26.9%	38 56.7%	67
Panelists' effective communication of content	1 1.5%	4 6.0%	15 22.4%	22 32.8%	25 37.3%	67
Information provided that I can use in my practice	0 0.0%	3 4.5%	13 19.4%	20 29.9%	31 46.3%	67

Q18. Please rate your session experience: Across Systems Panel

	Poor	Below Average	Average	Above Average	Excellent	TOTAL
Relevance of information to overall conference	0 0.0%	2 3.3%	9 14.8%	28 45.9%	22 36.1%	61
Panelists' knowledge of subject matter	0 0.0%	2 3.3%	6 9.8%	28 45.9%	25 41.0%	61
Panelists' effective communication of content	0 0.0%	2 3.3%	10 16.4%	23 37.7%	26 42.6%	61
Information provided that I can use in my practice	0 0.0%	4 6.8%	13 22.0%	26 44.1%	16 27.1%	59

Q19. Please rate your overall conference experience

	Poor	Below Average	Average	Above Average	Excellent	TOTAL
Overall experience	0 0.0%	1 1.4%	16 21.9%	30 41.1%	26 35.6%	73
Conference registration	0 0.0%	1 1.4%	17 23.3%	15 20.6%	40 54.8%	73
Food and breaks	0 0.0%	3 4.1%	17 23.3%	29 39.7%	24 32.9%	73
Packets, materials, handouts, and audiovisual	0 0.0%	5 6.9%	15 20.8%	29 40.3%	23 31.9%	72
Facility	0 0.0%	0 0.0%	7 9.7%	22 30.6%	43 59.8%	72

Select comments from attendees:

Question 4:

- *“Overall - not just this speaker - this training didn't bring new, unknown info. It seemed like people highlighting the challenges but the same old challenges that service providers [are] already aware of.”*
- *“More information on how to better apply to our direct work.”*

Question 6:

- *“Very informative on the outcomes for homeless LGBTQ [people] and information pertaining to housing and resources for youth.”*
- *“I would have liked to have more presentation of the there who are facing the problems of the LGBTQ.”*

Question 8:

- *“I wish [the panel] was a bit more interactive.”*
- *“The level of enjoyment was established by the panelist, with overall energy being low.”*
- *“Very informative. Good resources learned, and learned practical ways to support the community.”*

Question 10:

- *“I would have liked to hear more about how direct service providers can actively contribute to promoting [and] effecting change in our current roles.”*
- *“Would have liked to get more resources and direct practice implications of how to support LGBTQ+ youth on core versus talking about policy.”*

Question 12:

- *“It would have been good to have fewer lawyers and more social workers present.”*
- *“New, relevant information to me despite being in the field.”*
- *“I loved the engagement of the group and panel; they really seem to care and it showed. They didn't just promote their own agenda.”*

Question 14:

- *“Information was good, however, the delivery was slow and became difficult to maintain engagement for one hour.”*
- *“[The panel] went off of predetermined questions; should have been audience questions.”*

Question 16:

- *“I made connections to juvenile system & established a contact person. I appreciated the authenticity of the panelists as well.”*
- *“We can't have complete information without input from those we are looking to work with.”*

- *"[The panel was] very informative about the biases the criminal justice system holds against LGBTQ youth and how to take steps to help LGBTQ youth."*

Question 17:

- *"I appreciated the young people's insight and perspective, but we also have a responsibility to ensure we are preparing them and supporting them when asking them to speak on a panel and setting them up for success."*
- *"[This was an] important part of the overall conference. They are authorities on their experiences and should always have a seat and voice at the table."*
- *"The questions asked of the young people were not stated correctly. I know most of them personally, and it is important that if you ask young people to speak, please meet them where they are at."*
- *"The questions felt [like they were] leading to a lot of answers that sounded generic. I know these young folks personally and wish their stories were elaborated on even more, especially by highlighting negative experiences."*

Question 18:

- *"Dr. Fox brought great information. I would have loved to hear more throughout answers instead of "there's not enough money."*
- *"This panel displayed resolve on how they've been impacting the system they've been sent to!"*
- *"What can we do with limited recourses, acknowledging that we cannot solve it all?"*

Question 19:

- *"It would have been helpful for the panels to add helpful and tangible ways to work within systems for LGBTQ+ youth. It seems like a lot of discussion highlighted the challenges youth face, which is important, but people don't really leave with tools to improve their work."*
- *"I really enjoyed the stories and youth views the most. I wish there was more involvement from grassroots community orgs like carol, taskforce, etc. There were lot of admin folks; it would have been nice to hear from folks doing the work. I also wish there was more about healing."*
- *"[The] conference was way too long. [They] tried to fit too much into one day. [The] breakout sessions were too long and it would've been better to offer opportunities to learn, engage and discuss materials aside from panels."*
- *"I wish there were more handouts and visuals. Sometimes they were hard to see."*