



Project Report

The Logistics of Providing LGBTQ+
Training to Key Sectors

Mission Statement:

“Creating a safe, inclusive, and welcoming environment for LGBTQ individuals through outreach, education, and visibility.”

Project Information

Project Coordinator: Faye Seidler

Fiscal Sponsor: Pride Collective

Project Funding: Community Innovation Grant

Funding Amount: 10,000\$

Timeframe: Aug 17th to Dec 15th

Location: Fargo, North Dakota

About North Dakota Safe Zone Project

This project is designed to take [safe zone training](#) and implement it within the five key sectors of healthcare, government, outreach, education, and business. Safe zone training refers to training that covers issues relating to the LGBTQ+ demographic ranging from basic education to addressing tactics for appropriate communication, inclusive policies, and compliance with state and federal laws.

LGBTQ+ stands for Lesbian, Gay, Bisexual, Transgender, Queer and the “+” denotes the many other gender identities and sexual orientations that exist inside and outside the gender binary. It is difficult to choose what acronym to go with, because we don’t want to exclude or erase identities beyond those five letters. So, we use LGBTQ+ instead of a much longer or shorter acronym because LGBT is what most people are familiar with, the “Q” represents a non-binary, and the “+” puts credit to all those letters that aren’t named like pansexual, asexual, agender, genderfluid, etc etc.

The name “Safe Zone” comes from the fact the much of the world still is not safe for LGBTQ+ individuals. They experience [disproportionate amounts of discrimination and violence](#), especially if they are part of another marginalized group such as [those in poverty or people of color](#).

Table of Contents

[Acknowledgements](#)

[Introduction](#)

[Executive Summary](#)

[Assessment of Focus Groups](#)

[Shortcomings in Data](#)

[Conclusion](#)

[Working Model](#)

[Working Model Overview](#)

[Working Model Comprehensive Break Down](#)

[Establishment](#)

[Safe Zone Training Organizations](#)

[LGBTQ+ Community](#)

[Key Sectors](#)

[Procedure and Method](#)

[Procedure and Method Comprehensive Breakdown](#)

[State Culture](#)

[Community Research](#)

[Applying for Grants](#)

[Grant Funding](#)

[Project Timeline](#)

[Findings in North Dakota's Key Sectors](#)

[Education](#)

[Government](#)

[Business](#)

[Outreach](#)

[Healthcare](#)

[ND Safe Zone Survey](#)

[Appendices](#)

[Appendix A: Glossary](#)

[Appendix B: Focus Group Handout Survey](#)

[Appendix C: Focus Group Results](#)

Acknowledgements

This project started as a conversation between friends at a pride center who wanted to make positive change. The first was Faye Seidler, who went on to become the Project Coordinator, and the second was Jared Kellerman, who went on to finish his graduate studies. While his work took him in a different direction, his guidance, support, and knowledge were absolutely essential to get the project off the ground.

The project itself is merely an extension of the tremendous and amazing work so many individuals have contributed over the years. On the national level we drew a significant amount of inspiration and guidance from the 2011 National Gay and Lesbian Task Force's [Injustice at Every Turn Report](#). We also drew from several other studies on the statistics of discrimination and harassment across all sectors such as GLSEN's [National School Climate Survey](#) and a report by the [National Coalition of Anti-Violence Programs \(NCAVP\)](#).

Locally, we had great insight and help from Greg Lemke and Kathy Smith from [Rape and Abuse Crisis Center](#) (RACC). We were able to model our grant based on their LGBTQ+ focused grant sponsored by the North Dakota Department of Health.

[The Pride Collective](#) was incredibly supportive of our efforts, and their treasurer, Cindy Roholt, provided great feedback with our grant application process and continual support throughout the duration of the grant cycle.

[The Consensus Council](#) was very timely and thorough in answering any questions we had about their grant process. Since they went on to approve the grant, they were also the most instrumental in making all of this possible!

When doing research on the current existing safe zone training, we were able to draw extensively from our local colleges such as [NDSU](#), [MSUM](#), and [Concordia](#). We also drew from the [official safe zone website](#), which provided us with a great general overview of the concepts and methods of teaching. Finally, we got great support, information, and direction from the example that [Dakota Outright](#) set forward in their own grant to address training trainers in the K12 school setting.

Finally, we had amazing volunteers who brought dedication and passion to this project and helped it to become what it is now. We also had several individuals donate their expertise and time by peer reviewing our report and offering comments, criticism, and compliments to the work we established.

This project was a huge undertaking that depended on the help of the community. We would like to thank everyone who contributed to this project by either being part of the focus groups, sharing our survey, or just talking about it and getting the word out there. There are really countless people to thank for both large and small contribution, but just understand that while we are presenting this work, we could not have done it by ourselves. This is a product of the community; and thank you all so much!

Introduction

The North Dakota Safe Zone Project was designed to create a safe, inclusive, and welcoming environment for LGBTQ+ Individuals across our state. We hoped to achieve that goal by developing LGBTQ+ cultural competency training, otherwise known as safe zone training, for the five key sectors of business, healthcare, government, outreach, and education.

Since there is currently no model for providing this kind of training to so many unique organizations, we applied for a community innovation grant through the Consensus Council to help us create one. The grant was designed to research organizations in the Fargo area as a first step to providing training to the rest of North Dakota.

The grant itself was split into establishing the North Dakota Safe Zone, networking with key institutes, researching LGBTQ+ training, and then finally having focus groups to determine the best logistics for getting our training to various organizations as well as what the concerns and needs of those organizations are.

We had a different focus group for each of the five key sectors composed of between eight to twelve stakeholders who represented unique organizations within their sector. As an example, our healthcare focus group had stakeholders from insurance companies, hospitals, clinics, healthcare human resources, and mental health professionals. These parameters were established as a means to overcome the limitations we had in both size and budget, while still allowing us to get a good picture of the likely needs and interests of any organization within a key sector. However, since we were working with small groups, this data should not be taken as a comprehensive picture of the situation at hand but, rather, a really good way to start a conversation about these issues.

Overall our biggest discovery in pursuing this project was how much work we had to do in addition to providing comprehensive training. In order to fundamentally address the holistic and systematic issues that impact the LGBTQ+ demographic, we need to also have a holistic and systematic approach. Ultimately, we hope that the information we found is not only beneficial to North Dakota but has applications in every state!

Executive Summary

The North Dakota Safe Zone Project spoke with 38 individuals representing 31 unique organizations during our focus groups. Through these focus groups and our own research preparing them, we were able to get a good understanding of where organizations were in terms of training, if training is something they wanted, and a plethora of great ideas on how to best provide training.

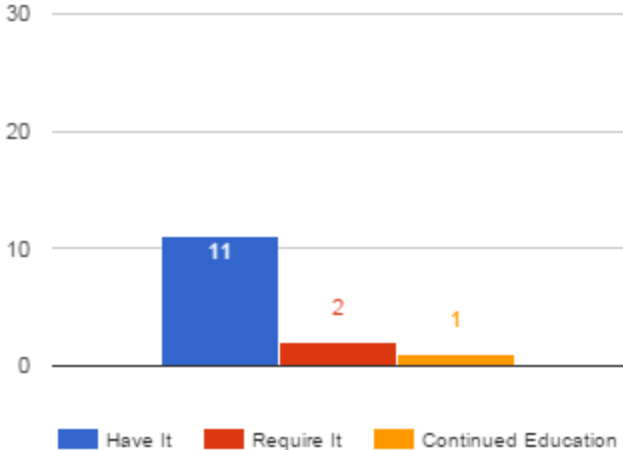
Assessment of Focus Groups

The first thing we wanted to know was if training already existed, so we were not just reinventing the wheel. We discovered, as we had guessed, almost no formal training currently exists.

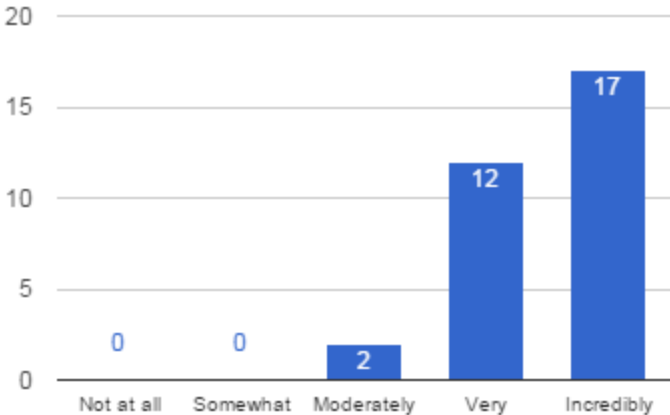
Only 35% of organizations questioned had any kind of training, with extreme shortages seen in both healthcare and business.

Unfortunately, of those who offered training, only two require it, and only one provided continuing education on top of that requirement. This means **94.6% of these organizations have either optional or no training**. While our group size was small, we would not be surprised if that statistic is indicative of a bigger picture. It should be understood that this training in a very real way does not exist for organizations right now and that does have a huge negative impact on LGBTQ+ individuals.

Does your organization have any LGBTQ+ training?



How valuable do you think the tools brought up would be in your sector?



While the training is not offered in many organizations, every stakeholder identified that the tools would be useful, while **93.5% reported that this type of training would be of significant value to them**.

Further, we see that **all stakeholders identified this project as being of high value to their sector with 36 out of 38 saying they personally wanted training**.

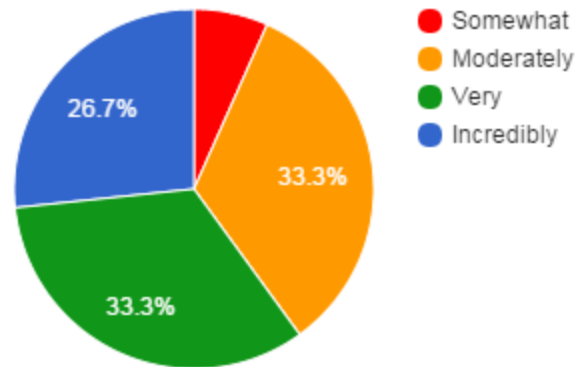
Despite this attitude there is a hesitation when we asked if this training can be incorporated any time soon. That hesitation is likely due to the barriers that were identified in our focus groups.

Barriers

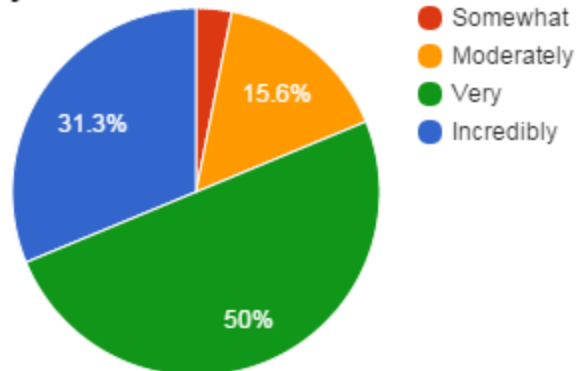
- **Lack of Information**
 - Ignorance/Fear
 - Unaware of Availability
 - Homophobic Individuals
 - Assumptions of Knowledge/Superficial Training
 - No Widespread Audience
- **Institutional Barriers**
 - Generational Differences
 - Administration
 - Politics
 - Religious Affiliations
- **Logistic Problems**
 - Not Mandatory
 - Lack of Time
 - Small Organization/Staffing
 - No Budget
 - Lack of Space/Location

Regardless of those barriers, stakeholders have a much more positive outlook in terms of integrating these tools within the next one to five years. In fact, **all stakeholders reported that they will advocate for this change in their organization!**

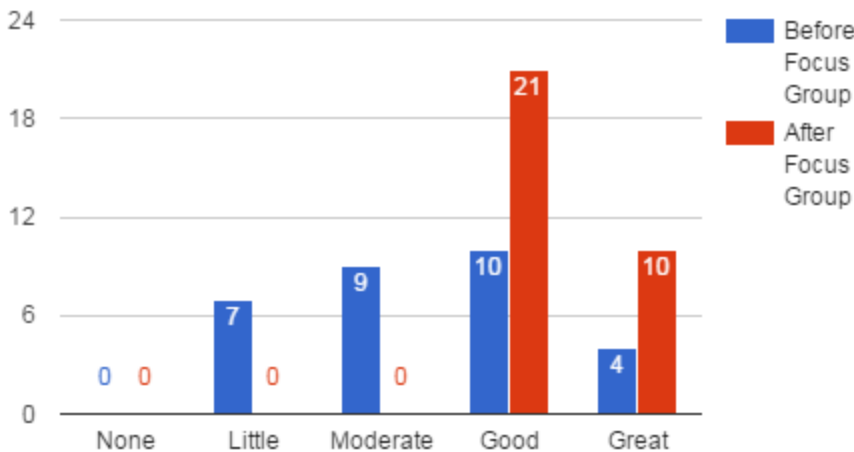
How possible do you think it'd be to integrate those tools?



How possible would it be to integrate those tools in the next one to five years?



Knowledge of LGBTQ+ problems in your sector.



Our focus group included an [informational handout](#) and a [thirty minute presentation](#) prior to our discussion. This presentation was included because we understood there was not a great awareness of these issue, and if individuals cannot identify problems in their sector, they also wouldn't be able to suggest tools or solutions to those problems. It also functioned to give stakeholders insight into the LGBTQ+ demographic as a means to let them extrapolate problems and solutions that existed in their sector that we missed.

So, we asked stakeholders to rate their knowledge prior to our focus group and after it. **The results were remarkable for providing just thirty minutes of education on this topic and an hour of guided discussion.**

After the focus group, we asked the stakeholders if anything within our presentation was surprising or interesting to them. We then asked them if we were overlooking anything they were interested in. These questions again focus on the fact that we do not understand organizations' working environments and what is of interest to them in this kind of training.

Interests That Were Identified	Interests That Were Missing
<ul style="list-style-type: none"> ● Education <ul style="list-style-type: none"> ○ Gender Unicorn ○ Gender identities ○ Pronouns ○ Trans awareness ○ Resources + connections ● Business <ul style="list-style-type: none"> ○ Boosting sales/customers ○ Retaining LGBTQ+ employees ○ How to recruit LGBTQ+ individuals ○ Insurance Benefits ● Institutional <ul style="list-style-type: none"> ○ Formal training ○ What does not exist ○ Limited protections ○ Policy ○ Title VII and IX 	<ul style="list-style-type: none"> ● Education <ul style="list-style-type: none"> ○ Pronoun scripts ○ Name change information ○ Intersectionality - cultural ● Infrastructure <ul style="list-style-type: none"> ○ Mentorship in companies ○ Leadership programs ○ Modeling after others ○ Benefits - partner inclusion ● Demographic Research <ul style="list-style-type: none"> ○ Informal stakeholders ○ National Survey vs ND climate ○ Supreme Court Ruling's impact

We believe these interests really highlight what stakeholders are looking for in terms of training for their organization. Specifically, they are very interested in transgender education, intersectionality, sales, retaining employees, and having some formal training. Additionally, they are interested in what the current climate is, especially after the Supreme Court ruling and ways to really incorporate and retain LGBTQ+ employees.

After we asked them these questions, we then asked what kind of tools we could incorporate to positively address the LGBTQ+ demographic within each sector.

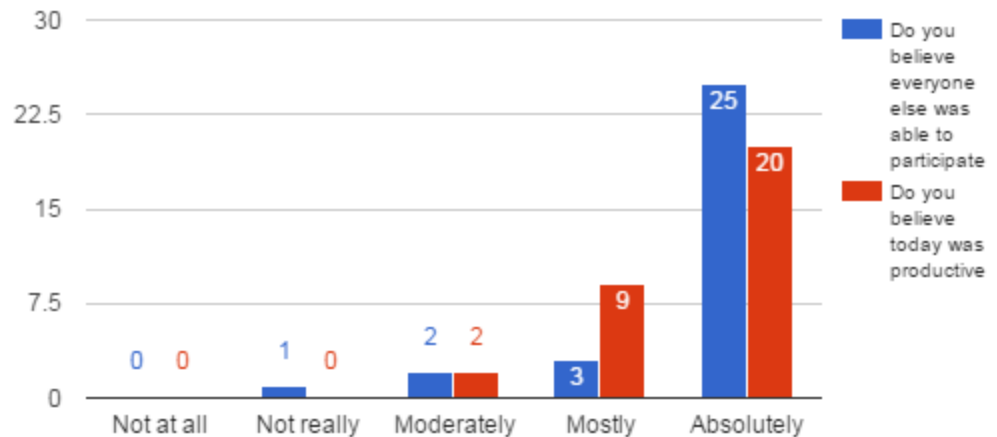
Tools Suggested in Focus Group to Holistically Address LGBTQ+ Problems

- | | |
|--|---|
| <ul style="list-style-type: none"> ● Infrastructure <ul style="list-style-type: none"> ○ Welcoming environments ○ Education/formal training ○ Policies in handbook ○ Point of contact ○ Strategy for approaching customers ● Manager/Trainer <ul style="list-style-type: none"> ○ Connections with HR ○ Manager specific training ○ Mentorships ● Business <ul style="list-style-type: none"> ○ Creating population statistics | <ul style="list-style-type: none"> ○ Percentage of individuals impacted by poor practices ● Community <ul style="list-style-type: none"> ○ Transgender advocacy ○ LGBTQ+ advocacy ○ Outreach promoting/advertising ○ Encouraging upstanders ○ Promoting Pride events ○ Promoting church/clubs ○ Collaboration between community and business |
|--|---|

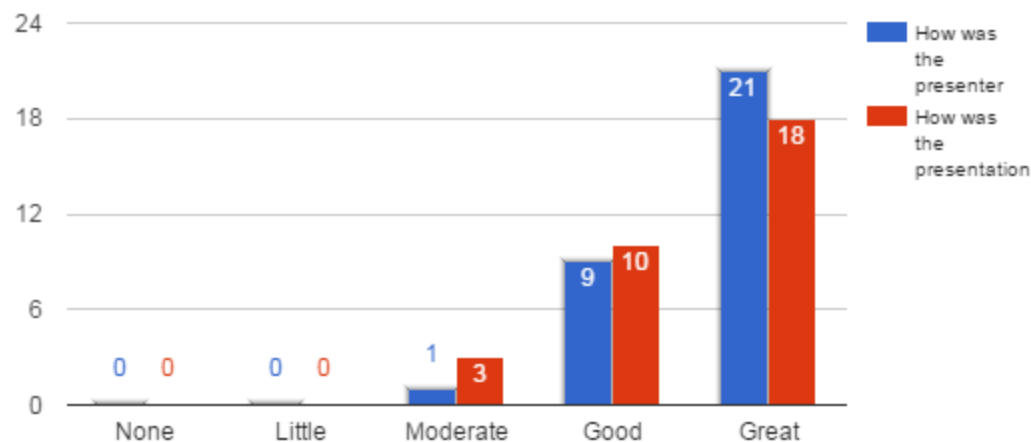
The research we created and presented, combined with the stakeholder's experience and expertise in the field they work in, helped us to produce a product that is more than the sum of its parts. In fact, the majority of stakeholders reported that they **found the discussion productive**. They further reported that participation was very high, thus indicating that our results were a collaborative effort.

What this tells us is that we were **effectively engaging these stakeholders** for process improvement and not dictating the conversation or having it fall on deaf ears. Which showed us very clearly that the **presentation and presenters for each focus group were very well received**.

Focus Group Participation and Productivity



Rating for Presentation and Presenter



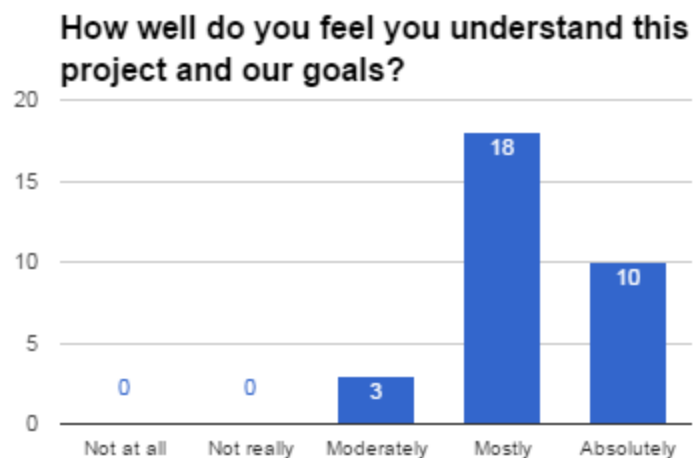
Worth addressing is that the majority of stakeholders reported a very good understanding of our project and goals.

That information is important because it helps validate the other data metrics by establishing that the stakeholders adequately understood the project as well as the scope of the questions they were asked.

Finally, we looked at the actual logistics of how to get the training to each sector, split between on location, off location, and webinars. Since we are a small organization, we were hoping individuals would be able to come to us for training.

That would have the added benefit of taking individuals out of their area of comfort to promote learning. Otherwise, if we held training at their location, there would be an added travel expense and the risk of attendees not taking the training as seriously or challenging it since we'd be on their home turf. Webinars were also considered as a practical solution because of the ease of production and distribution, but webinars would lack face time and prevent us from really understanding how much someone learned.

What we ended up discovering is that everyone was interested in webinars but hesitant to devote time to training either on location or off location. The compromise was typically to work on integrating training into either continuing education credits or through intake training. While we will pursue that course, we will also reexamine the logistics questions after the problems within each sector are better defined and we have developed comprehensive training to address them.



Shortcomings in Data

Stakeholders

The biggest weakness in our data by far is that the organizations who came are likely ones that are already interested in having training. While this focus group was promoted to organization without bias and we made a point of saying the focus group was purely for research, those who volunteered were likely LGBTQ+ inclusive already or looking to be.

Additionally, we did not get stakeholders for all the types of organizations we had wanted. We especially struggled with the government focus group where only three out of the eight stakeholders were able to attend. We tried to schedule follow-up interviews, but received very little input.

Also, it was also difficult to get higher management and administrators for these focus groups across every sector. While we certainly did get some from various organizations, they were not

well represented. Additionally, we were not able to get anyone from a major corporation within any sector, despite our best efforts to do so.

Finally, it should be understood that all our stakeholders were from the Fargo area. While we feel the data is still applicable in other cities and regions due sharing state laws and having similar culture, we acknowledge there are great differences between each city and region in our state. With that in mind, we do not want to suggest that our data can be extrapolated for all of North Dakota by any means, but we do hope our data starts conversations in other regions and that as we progress, we get a more conclusive picture of our whole state.

Biased Engagement

It should also be understood that this focus group generated biased answer due to our presentation, such that the presentation likely impacted how individuals would respond to the questions of how valuable the training was and if they felt the project was useful in their sector. However, it should be understood that our goal was to present our research to organizations and figure out what would work what wouldn't and get further direction and input based on that conversation.

If this project is replicated, we encourage individuals to hand out a survey prior to the presentation and one after the focus group to generate a control to determine what answers were really impacted by the presentation. Also, we caution against only having a guided discussion due to how limited LGBTQ+ knowledge may be for many stakeholders.

One last item to point out is that the engagement survey stakeholders took did not have any words for the values. It just used a 1-5 value scale with 5 being a high value. This value scale was done for simplicity's sake, and we added words in this report to make the data easier to convey. While our added language was done in good faith and for the purposes of trying to best reflect the data, it is possible stakeholders would have weighed their answers differently based on the words put to each value.

Size

We were hoping to engage 50 individuals, representing 50 unique organizations (10 for each sector). This number was picked due to our size and budget, but, unfortunately, we came up short due to last minute cancellations. Since our meeting space was small, we could not afford to send mass invitations and hope enough people showed up. This meant we were often hovering at 8-9 stakeholders and waiting a week for the last person to respond before trying to find another if they declined.

That said, we really recommend that if this project is repeated, that an organization shoots for at least 20 individuals representing unique organizations for each sector, putting priority on stakeholders in administration. However, we will say that 10 for each organization is a good minimum, especially when working with a small population, size, or budget.

Conclusion

This focus group was well received and incredibly productive for meeting our goals of figuring out how to get safe zone training to the five key sectors of healthcare, business, government,

outreach, and education. While we went into the project just expecting to get ideas on and develop training, we quickly learned that we have to systematically address many working parts at once. If we do not approach the problem holistically, then our efforts to promote and give training will fall short.

Goals Achieved

- We researched, developed, and provided LGBTQ+ education/resources to guide focus groups that greatly increased their understanding of the problems LGBTQ+ individuals face in their sector.
- We effectively engaged and networked with stakeholders who rated our focus group's presentation, presenter, productiveness, and participation all very highly. Furthermore we significantly increased their knowledge of the issues that the LGBTQ+ demographic faces in their sector. They are now also very likely to advocate and promote this training inside their sector.
- The focus group identified the lack of training, especially required training, that exists in organizations. We also identified what stakeholders found interesting about our data, what they wanted to know, and the barriers we might need to overcome to get the training out there. Finally, we identified strategies and tools to overcome identified barriers.
- Our goal to establish this project and encourage volunteers who could learn from it as much as they gave back to it was successful. Our facebook page reached 1800 people with our survey promotion, we have a good website that will be able to be expanded as we develop, and we have interacted with at least 50 organizations within the first phase of this project. Finally, all our volunteers reported learning a significant amount from this project and identified that what they learned would be useful in both their personal and professional life.

As mentioned in the "Shortcomings in Data" section, there is still room to improve on our design for future iterations, but, overall, we were very successful in accomplishing what we set out to do. Thanks to reaching those goals and the information we received from them, we were able to develop a working model that can be applied to cities and states to make them a safe, inclusive, and welcoming place for the LGBTQ+ demographic.

Working Model

The working model was designed to holistically address the institutional and systematic problems that face the LGBTQ+ community due lack of training, policies, and protocols within the five key sectors of education, healthcare, business, government, and outreach. It is worth noting that these problems do not just negatively impact the LGBTQ+ community. They also affect organizations by decreasing the potential hiring pool, increasing turnover rates, and risking lawsuits due to non-compliance with state or federal laws.

North Dakota Safe Zone Working Model for LGBTQ+ Inclusion in Every Key Sector



This model is designed to create a very beneficial working relationship between the LGBTQ+ Community, the Safe Zone Training Organization, and the Key Sectors (defined as any organization within the sectors of healthcare, government, education, business, and outreach). It does so by creating opportunities for each entity to interact, communicate, and benefit from each other. It also defines the responsibilities each group should bring to the table for this working model to be successful. Finally, it creates community investment, promotes conversations, and encourages everyone as a community to work together to mitigate and prevent the institutional and systematic problems that face the LGBTQ+ community.

Working Model Overview

Safe Zone Training Organization	Basic/Advanced LGBTQ+ Training	Training the Trainers	Provide Certificates
	Comprehensive general training for anyone and advanced training for managers/hr individuals.	For larger organizations that will routinely require training or individuals looking to start their own SZTO.	Provides the credentials for determining if an organization qualifies as a “Safe Zone.”
SZTO and LGBTQ+ Community	Volunteers	Survey	
	Gives LGBTQ+ individuals leadership and project experience. Also allows fresh perspective to the project.	Allows continual understanding of LGBTQ+ experience in the workplace, allowing us to continue to modify our approach and focus.	
LGBTQ+ Community	Support Groups	Community Resources	Visibility
	Safe places that LGBTQ+ members can go for support and guidance from individuals who share their lived experiences.	Detailed information on all the resources an LGBTQ+ individual may need in life such as friendly doctors, inclusive social events, etc.	Encouraged for those without significant risk to be visible, spread awareness, and be a role model.
LGBTQ+ Community and Key Sectors	Community Engagement Events		
	These are LGBTQ+ positive events hosted by either entity. They can have many other functions, but a primarily one should always be promote LGBTQ+ visibility and community interaction.		
Key Sectors	Evaluation Surveys	Establish Point of Contact	Continuing Education Credits
	Needed for certification and used as a tool for process improvement.	A Key Sector organization's liaison to the SZTO and LGBTQ+ community.	These refer to incorporating LGBTQ+ material within the credits many professionals have to take every year.
Key Sectors and SZTO	Scale Models	Working Committees	
	This involves working together with one organization to develop guidelines that can be applied to every organization like theirs.	This involves getting volunteers from Key Sectors to continue to identify and find solutions to problems that occur in their sector.	

Working Model Comprehensive Break Down

Establishment

Please see our Method and Procedure section for comprehensive information on how one would creating this working system in their community from scratch!

Safe Zone Philosophy

The primary objective of this working model is to create “Safe Zones”. The reason we call it a safe zone is because the majority of the world still isn’t safe for LGBTQ+ individuals and they experience disproportionate amounts of discrimination, harassment, and violence. As noted above, these problems don’t just negatively impact the LGBTQ+ community, they also affect organizations by decreasing the potential hiring pool, increasing turnover rates, and risking lawsuits due to non-compliance with state or federal laws.

The idea of “Safe Zone” is to mitigate those issues through training and continual process improvement. However, it should be understood that no amount of training will prevent these issues completely and we can never guarantee that LGBTQ+ individuals won’t have negative experiences even with an organization who has been trained.

With that in mind, a “Safe Zone” isn’t a place where LGBTQ+ individuals will necessarily be safe from the various hardships that demographic faces, but it will be a place that is dedicated to doing what they can to prevent them. It’ll be a place that is willing at the institutional level to listen to the community if any problems do occur and make changes according. It’ll be a place that doesn’t just have training, but also works towards creating a positive culture that welcomes everyone. That is what we mean by “Safe Zone”.

Safe Zone Training Organizations

Entry Point and Training Schedule

Whether a SZTO is part of a larger organization or its own entity, it has to have a way for people to know about and schedule training. While SZTOs can vary greatly in size and reach, it is recommend you have a training coordinator who is in charge of promoting and scheduling the training. The basic training should be given as often as possible and be open for anyone to participate in. The advance training should be scheduled as needed based on interest and given to either people who want to be points of contact, managers, or human resource individuals. The reason being that the basic training should be sufficient for anyone working with an organization, while the advance training is needed for administrative decisions.

Basics LGBTQ+ Training

Through research on safe zone training, we created a basic level of training that could be applied to every sector by examining the common denominators of need in each sector. We referred to this as the **Core Tool Kit**. We called it a tool kit because these are just useful tools anyone can use to improve their ability to serve their customers, clients, or students. These

tools do not reflect anyone’s personal beliefs, they are simply process improvements that can be utilized by anyone to do better at their job.

Core Tool Kit

Basic LGBTQ+ Education	Protocol, Policy, and Procedure	Actively Recruiting LGBTQ+
Terms/definitions Empathy training Active listening Community resources	Workshop strategies for creating positive and inclusive internal environment.	Facts about the need and benefit of doing recruiting and strategies to successfully promote.
Internal Employee Support Network	Point of Contact for LGBTQ+ Issues	Local Overview
Guidelines on ways to create one and reason behind it	Guidelines on how to establish this role and the benefit to doing so	Examines local laws, ordinances, populations, and identified need

Advanced Training

The Advanced Tool Kit was created to address the environmental and organizational needs unique to each key sector. Since this training is very specialized, it is intended for either hr, management, or points of contact. Below is one example of how this would look.

Advanced Tool Kit for the Education Sector

LGBTQ+ Student Groups	Secondary Stakeholders	LGBTQ+ History
Benefit and strategy for forming and implementing one.	Strategies for educating and including parents.	Information and guidelines to incorporating LGBTQ+ History into the curriculum.
Local Communities	Cascading Support	Title IX
Strategies for partnering with local communities.	System of Networking that involves professionals talking to college LGBTQ+ students, who then talk to highschool students, who then talk to middle school students, etc.	Strategies for compliance.

Training the Trainers

We haven’t developed a model for “Training the Trainer”, because we do not have any established training to define how we would train our trainers. We do plan to network with [Dakota Outright](#) and the success they have had with their similar project.

Provide Certificates

The SZTO should require annual certification evaluation for any organization that wishes to be promoted as a “Safe Zone.” The reason is that LGBTQ+ information constantly changes from year to year, and someone certified a few years ago would not be competent in today's workforce. Certification would likely play out as requiring yearly comprehensive training by an

organization's point of contact and requiring a percentage of that organization's employees to fill out an anonymous and confidential company evaluation survey.

The benefit of doing this is that it builds confidence in the community that an organization has backed up their commitment to being a "Safe Zone," which results in a larger hiring pool and customer base.

Safe Zone Training Organizations and LGBTQ+ Community

Volunteers

The SZTO will require volunteers to host the training. This gives that organization a chance to bring in LGBTQ+ volunteers and give them experience in both projects and leadership roles. It also allows fresh perspective since the volunteers would likely cycle every few months. It is recommended that SZTOs seek diverse volunteers who represent different identities or racial statuses for the added benefit of having many different backgrounds and perspectives looking over the material and making suggestions for anything they find problematic or lacking for their identity.

Community Surveys

These surveys function to give the LGBTQ+ community agency in either identifying positive or negative experiences in their workplace. It also allows them to contribute towards solutions or to promote positive change in other places. Finally, the surveys serve as a necessary check and balance for the SZTO and Key Sectors by gauging how effective the training really is.

LGBTQ+ Community

Support Groups

These can be as basic as a small group meeting in a coffee shop, as advanced as a pride center, or as specialized as a transgender specific AA group. The point is to have a refuge for community members to turn to when the minority stress becomes too much to adequately handle alone or keep inside. These support groups are especially important for youth who may not have accepting families or many role models to look up to.

Resources

A comprehensive list of the resources needs to be available to the LGBTQ+ community. This list should be online and include support groups, suicide hotlines, medical services/emergency services, and LGBTQ+ inclusive social activities and events; [example list](#). It is especially useful for people who just came out and/or are not very familiar with the community or recently moved.

Visibility

Most Americans know someone who isn't straight, but only [16% of Americans have interacted with someone who they know is transgender](#). Unfortunately, that invisibility contributes to lack of knowledge, lack of preparation to adequately handle a transgender employee or client, and, finally, sometimes hostility towards that demographic. That problem is compounded by the fact

that being open and visible with whom one is can carry a significant amount of risk, especially in some states.

It is therefore important individuals be visible, but only if there is not also a significant risk involved with that visibility. We encourage those who are able to be visible to be role models and create spaces for others to be visible as well.

LGBTQ+ Community and Key Sectors

Community Engagement

There are innumerable different kinds of community engagement events that can range from drag bingo to LGBTQ+ movie nights or fundraising events. Each kind of event serves a very important function, such as providing entertainment, funding, or community to the LGBTQ+ demographic, but they can also serve two important secondary functions: as a way for LGBTQ+ individuals to become comfortable in public settings as their authentic self and for Key Sectors to be able to get a better understanding of the lived experiences of LGBTQ+ individuals.

These events aren't meant to encourage individuals working in Key Sectors to prod the LGBTQ+ demographic for information about what it is like to identify as they do, but rather to invite them into the community to show them how diverse, natural, and authentic the members in it are.

Key Sectors

Evaluation Surveys

This is a tool designed to serve two main functions. First is a survey designed for a point of contact with an organization that evaluates an organization's adherence to safe zone training and makes it eligible for certification. Second are mass surveys given to every organization to determine the internal climate of each sector and allow employees to identify areas of concern or ways to improve process for that sector.

Establishing Point of Contact

The point of contact for a Key Sector would be an organization's liaison to the LGBTQ+ Community in general and to the SZTO specifically. They would be required to go through training prior to becoming an official point of contact. And while it does not need to be someone's sole duty, their functions as a point of contact would be to advise the organization on policy and protocol changes, field LGBTQ+ related questions or concerns of the employees, and communicate with the SZTO when the need arises. The main purpose is to positively resolve any LGBTQ+ issues that come up.

Continuing Education Credits

There are many professions across the board that require some kind of continuing education. We encourage Key Sectors to take it upon themselves to request/include LGBTQ+ oriented training within their continuing education mechanism. This allows individuals and organizations to get a small level of formal training without disrupting their normal duties and time

commitments. For professions that don't require something like this, we highly encourage organizations to include LGBTQ+ oriented training within their intake training so new individuals can be trained without increasing labor costs.

Key Sectors and SZTO

Creating Scale Models

This is an essential mechanism for dealing with a large number of similar organizations. The way it functions is that the SZTO engages with a friendly LGBTQ+ organization, such as a coffee shop. Then they work with that organization to develop an inclusive model for LGBTQ+ employees in terms of hiring, protocols, and policies that can be applied to every other coffee shop. The benefits are that other organizations can see how safe zone training would apply to them, how it creates positive change, the cost of implementing it, and any risk associated with doing so. Effectively it field tests our models for all other organizations who may be skittish or unsure about implementing it themselves.

Working Committees

The Working Committee idea was a solution to a wide range of problems identified in other SZTOs. The first is that SZTOs usually have no direct experience with organizations in each key sector. Secondly, that safe zone training tends to be developed and then not change for years. Finally, organizations are typically resistant to outside entities teaching them how to do their job.

Working committees function by having volunteers from the key sector provide their experience and expertise working in those sectors. They do so by identifying issues we did not consider and suggesting solutions for them. These committees allows us both communication within organizations, a way to continually improve processes, and, finally, for that process to incorporate the expertise of both those working in the field and those developing the safe zone training.

Procedure and Method

Safe Zone Training Organization Establishment Procedure

Establishing Safe Zone Training Organizations

- This is a procedure for establishing a SZTO in your city or state.

Community Research

- Discover if any kind of training already exists in your city or state, to what extent, and if there is need of a formal or dedicated SZTO.

Community Assessment

- Does my community have a LGBTQ+ Friendly non-profit that can help establish a SZTO, or do I need to establish my own SZTO non-profit first?
- Does my community have local grants for community innovation projects? Does my State? Is there National Funding?
- How progressive is my state on LGBTQ+ issues?
- Am I looking to target my city, my region, or my state?

SZTO Developmental Needs

- A physical place for the organization to exist and operate out of.
- Proper equipment to host focus groups, presentations, or trainings.
- Understanding the logistics of getting training to organizations within local key sectors.
- Comprehensive tools to make organizations inclusive and safe for LGBTQ+ individuals.
- A project coordinator to develop and implement these needs.

Grant Funding

- Create a project timeline that has a week-by-week break down of actions plans to address and develop your needs .
- Outline a budget that will meet the needs of your timeline.
- Apply for grant based on what developmental needs exist for your SZTO.

We designed this procedure to be efficient, effective, and replicable in other states. It is based on both our research into SZTOs and the empirical data we gained from working on this project in North Dakota. It is important to understand that other states could be vastly different in both culture and law, and as such this procedure should be treated as a model and not the only way to establish SZTO.

We have outlined our method below for successfully accomplishing this procedure, and beyond that we get into the comprehensive overview of what we did for our project and how we achieved our goals.

It should be noted that the procedure for starting a SZTO and the methods for accomplishing that are the first steps to implementing a successful “Working Model for LGBTQ+ Inclusion in Key Sectors” that was highlighted in our “Working Model” section of this report. (Found above.)

North Dakota Safe Zone Developmental Methods

Developmental Methods

- These are the methods we used in establishing a Safe Zone Training Organization (SZTO) via grant funding.

Month 1: Establishment

- Secure space, purchase equipment, advertise for volunteers, develop website and facebook

Month 2: Networking

- Determine who your stakeholders are + invite stakeholders to focus group
- Develop presentation and/or guided discussion for focus group to address logistics, barriers, interests, suggestions and directions stakeholders may have regarding this kind of training

Month 3: Focus Group

- Host focus groups for each key sector: Healthcare, Government, Business, Outreach, and Education
- Provide surveys to gather data on all the metrics related to the project, the focus group, and their interest and ability in getting Safe Zone Training for their organization

Month 4: Project Report

- Develop report by combining research into LGBTQ+ training with the information produced from the focus group. This report will then function as the basis for developing and implementing SZTO's safe zone training.

Procedure and Method Comprehensive Breakdown

State Culture

Before we get into our methods, it is important to understand the context of the state we are trying to implement change in. It is no secret that North Dakota is not the most progressive state for LGBTQ+ issues and the [HRC paints a grim picture](#) by reporting that LGBTQ+ individuals have literally no statewide protections, that our state does not address hate crimes based on gender identity or sexual orientation, that there are no anti-bullying policies based around the LGBTQ+ demographic, and that our state does not prohibit housing discrimination.

Additionally, our [LGBTQ+ anti-discrimination bill has been voted down three times over the last six years](#) despite our best efforts to negotiate a bill that could work for everyone and include varying degrees of religious exemptions.

These factors could have easily contributed to North Dakota having the [lowest reported LGBTQ+ population in our nation](#). That number is likely caused by both underrepresentation of people who are afraid to come out and those who have decided to leave a state that does not respect their identity and has no protections to prevent them from getting fired or evicted because of it.

This is all given in context to understand that the methods we employed should be repeatable in the great majority of other states, including states that are not progressive on these issues. We did a great deal of work to make sure our language and methods would bring as many people to the table as possible.

It should be noted that while our State as a whole is not very progressive with LGBTQ+ issues, many individuals in the community and many more organizations and businesses throughout our state recognize the value of being inclusive, and they take steps towards that end.

Additionally, we greatly benefited from the fact LGBTQ+ oriented groups existed in our four major cities already. These groups were instrumental in networking throughout the state and acting as fiscal sponsors for Safe Zone Training Organizations (SZTO) that are starting out, such that if a state does not have these, priority should be given to developing community centers before creating a SZTO.

Community Research

The very first thing we did was establish if LGBTQ+ cultural competency was something our city/state needed and if anything already existed to address this need.

The former was quickly made obvious by North Dakota's lack of laws or protections, as well as the negative experiences that community members reported either on their job or as customers within our cities in the state.

The latter was made somewhat trickier by the existence of college safe zones and select companies already having some kind of LGBTQ+ Training. We also had other wonderful organizations [doing work in our state to create LGBTQ+ competency training](#) for educators, professionals, and others who worked with youth to improve their access to support and resources.

The question then became if it would be useful for us to pursue a SZTO or if we were just needlessly reinventing the wheel. While we determined that there was some overlap to the work we all wanted to offer, we defined our key differences by having our SZTO target multiple sectors at the institutional level and focus on useful tools within those sectors without asking people to be allies. The goal was to depoliticize the issues as much as we could and, thereby, remove some of the barriers that prevent people from benefiting from training.

Given that we felt there was a significant difference in the work we wanted to provide, we also considered how we could work with and benefit from other organizations offering LGBTQ+ training. While we have not approached them yet because we wanted to develop a model to present to them first, our design going forward from the beginning has always been to create mutually beneficial relationships with what already exists and not take anything over when overlap happens.

We do not recommend individuals pursuing a SZTO on their own if adequate training or organizations within cities and states already exist. If a framework for training is available, we advise networking or volunteering with that organization to create change in one's community!

Applying for Grants

Our initial idea was to simply expand the safe zone training that existed in colleges to the wider community. However, during extensive brainstorming, we realize that the scope had to be much more, and we had to learn from the organizations as much as we could teach them. Specifically, even if we know everything there is to know about LGBTQ+ issues, that does not mean we will know how to successfully communicate them to so many unique individuals, environments, and administrative systems or what they will find most important. We realized there would be both logistical issues and barriers that only they could educate us on.

Unfortunately, there were only two of us, and we attempted to create a SZTO during what spare time we had outside our jobs. We quickly realized it was far too much work and that our product would extremely suffer if we could not give it adequate time.

We luckily found a community innovation grant that was especially well-suited for us because it was designed to fund projects that created self-sustaining, community-oriented solutions for problems that exist in specific communities. Specifically, this question on their website really hit home for us: "Want to work collaboratively with other groups and organizations to create solutions that are better than what any one of you could achieve alone?"

So, we applied and were able to secure a [Community Innovation Grant through the Consensus Council](#). The grant we secured is meant to be two cycles with the first cycle addressing the logistics of how to get this training out there by hosting focus groups and the second to develop the training based on our research of the first cycle. This Project Report will itself function as the direction for the next grant cycle.

We would recommend for anyone interested in repeating our work to also devote time to figuring out the logistics of how to get this training out there for their local community and state because the concerns, problems, and solutions will likely vary between each state and even city. We also highly recommend that you secure a grant that can pay for a project coordinator; otherwise finding the time to adequately establish anything will be incredibly hard. While this report should function as a good guideline and direction for gathering information in your state, it should not be used as a catchall for every state.

Grant Funding

We secured \$10,000.00 for this grant cycle, and we would recommend that amount as the bare minimum for a project of this scope in a smaller state. We would suggest that larger states have either multiple organizations targeting different regions or a large well-funded organization for the entire state.

Breakdown of Budget at a Glance

Project Coordinator	50%
Programming	30%
Equipment	20%

Project Coordinator

As you can see, half of the funding was put towards a project coordinator. How this broke down was that they were paid \$10.00 an hour and worked thirty hours a week for the duration of the project. Essentially it was enough money to keep lodging and food while working on the project. This was only possible due to the dedication of the project coordinator to the project itself and that they personally wrote the grant just to be able to do this work. That means it may be very difficult to obtain a qualified individual for that kind of pay, so we recommend finding either passionate individuals or better funding.

It is also recommend the coordinator get paid a salary based on working forty hours a week. We found that the project coordinator was often putting in more than thirty hours a week and sometimes up to fifty during key points in the project. As such, thirty hours should be considered a bare minimum unless you can split the responsibilities between more than one person.

Programming

The programming splits into a 10% administrative cost for non-profit we were working through, the cost of designing a website, the catering cost of the focus group, and the stipends for volunteer help during the project.

These costs were also as likely the lowest they could be while still serving their functions. We were able to get a professional website designed for only five hundred dollars because an individual who was passionate about the project was willing to work for reduce pay. We only paid about nine dollars per person for the focus groups by ordering catering through a sandwich shop. We were only able to give a small stipend to our volunteers who worked for much less than they deserved because they wanted to be involved in the project.

The only recommendation for cutting cost is that the website is not absolutely essential for this part of the project. We found the website useful and that it was able to convey both information about our project and contribute to our professional look, but it also was not fully developed because we as an organization still had many more things to develop for it. That left it looking empty and could have negatively impacted us for some people. We think the benefits

outweighed any negative impact, but if something has to be cut for this phase of the project, we recommend it be the website.

Equipment

The equipment cost splits up into laptop, projector and its screen, printer and its toner, and the project phone, everything that would be essential to developing the project and hosting focus groups. Our costs were slightly higher than they had to be in this regard because we were buying things with the intention of them serving our project for a long time and not with the intention to have a single focus group.

The general cost could be significantly reduced by getting an organization, such as colleges, to donate some time, space, and equipment for a focus group. It would also significantly reduce the operating costs if the Project Coordinator is able to provide their own computer and phone for the project.

We decided to go with what we did as an investment for the future. While we could have looked for donated space, we wanted to be able to host focus groups and presentations for our work going forward either at home or in businesses without the equipment. We also wanted a capable computer that could be given to whoever was leading the project, since it would have relevant information and resources on it. That way all the materials and easy access to it stayed with the SZTO and would not disappear if someone left.

Project Timeline

To make the project manageable, it was split into one month sections, with each month having a specific goal. These goals lead to hosting focus groups and from there developing strategies to successfully implement training across the key sectors of business, healthcare, education, outreach, and government. This section covers both our monthly goals, what we did to achieve them, and what we recommend for individuals attempting to replicate our work! ([Here is the comprehensive week-by-week breakdown submitted with the grant](#))

Month 1: Establishment

- **Purchase start up equipment (computer, printer, projector, and phone)**
 - It was our experience that everything here was essential and instrumental to the success of the focus groups.
 - We did not account for seating space, so you may need to include tables.
- **Create official page on main website**
 - We created www.ndsafezone.org for our website, but it is missing many features since we have not fully developed the project yet. While it has use in promoting your project, it can be skipped for the first stages of your SZTO, especially if budget is a concern.
- **Establish volunteer criteria**
 - We would recommend looking for people who are both passionate about LGBTQ+ issues and have room to grow. The intention of the project is to allow the volunteers to learn as much as they teach and get experience working with

projects.

- We defined the role of volunteer as someone who could devote ten hours a week for the duration of the grant (three months) and a \$100.00 stipend per month. Their primary function was networking, researching, developing, and presenting for one of the focus groups as a primary function. Their secondary function was to provide feedback at all stages of the project and generate ideas during focus groups. They were also responsible for filling out a volunteer evaluation to give insight into what was and was not working during their time as volunteers.
 - The ten hours was reported as being sufficient time to do the work they were assigned, but we do recommend securing part time volunteers if the budget allows because our volunteers were putting in ten hours on top of other commitments, which lead to difficulties in communication and from there unclear expectations at certain points in the project.
 - We recommend 10 hours per week as a bare minimum for an individual to handle one focus group.

- **Project Promotion**

- This has two functions: the first is to get the word out and make networking easier later on; the second is to advertise that you are looking for volunteers. The way that looks is just a simple email along the lines of --

Sample Email

“Hello, we are starting a project that involves doing ---. We are currently looking for volunteers and were wondering if there is anyone you think would be a good fit for this project. Also, please let us know if this is something your organization would like to be involved in as our project develops and share it with those you think would be interested!

Thank you for your time,
Name

- Getting volunteers was incredibly difficult for our project, and we were only able to get two qualified volunteers despite the strategies we utilized below.
 - Networking with LGBTQ+ organizations
 - Networking with all the colleges
 - Contacting Social Work and Gender Studies departments
 - Networking with College LGBTQ+ groups
 - Posting flyers in businesses

- **Interview for two volunteers to begin at the start of next month.**

- The interviews were informal and incorporated four main elements:
 - Test and conversation around LGBTQ+ competency.
 - Discussion on why they wanted to be involved with the project.
 - Discussion on what they wanted to get out of the project for themselves.
 - Discussion around any questions they had for the project coordinator.

This interview dynamic was designed to engage with the volunteer by seeing how aware they were of LGBTQ+ issues and what they wanted out of the project. It was also designed for the volunteer to be able to ask questions of the project coordinator and to see if they were someone the volunteer would want to work with. We felt this approach was very successful and would recommend a similar approach be followed in future projects.

- **Social Work Department Student Volunteers**
 - We also recommend partnering with a Social Work Department and giving a group of Social Work students experience in participating in community projects. This will allow an organization to have two to three additional volunteers, at no additional cost, who are able to provide fresh perspective and insight for the project.

We incorporated the student group into our project by having them effectively parallel everything we did while taking charge of one of the key sectors. This allowed them to be able to draw from extensive resources while still being given tremendous agency and project oversight. They were also completely in charge of the focus group of their sector, giving them real life experience engaging with stakeholders and professionals.

Month 2: Networking

- **Brainstorming sessions with volunteers to discuss which key institutes to target for Safe Zone Training**
 - Because of limited space, we had to focus on getting only ten stakeholders from each sector. It then follows that since we are dealing with a very small sample size, we had to make sure every stakeholder represented a unique institute within that sector, such that our small group would still be indicative of the working whole.
 - Our selection process for the local institute had to do with how important or large it was in our community, how unique it was, and how well it could represent other organizations like it. We did not favor LGBTQ+ positive organization, but there was definitely a bias towards including them both from our group being more familiar with them and their being more willing to be part of a focus group like this.

Below is a table showing which major institutes we targeted within each sector.

Sector	Institutions
Healthcare	Hospitals (Major, Private, Clinics) Mental Health (Private practice, Organizational) Insurance Companies
Education	K12 Schools - Elementary, Middle, and High School

	Colleges - public, private, and trade schools Board of Education
Outreach	Churches Homeless Shelters Crisis Centers Advocacy Organizations
Business	Private Businesses/Corporate Businesses (Special focus businesses that get significant foot traffic like restaurants or clothing departments) Housing
Government	Legal - Judges, Lawyers City Official - Public Services, Commissioners, District Clerks Politicians -Republican, Democrat, etc

- **Research who the stakeholders of those institutions are, then initiate contact**
 - When contacting institutes to get a representative, we focused on talking to human resources, directors, or management. Those individuals were sometimes able to come and other times had representatives come in their place. For K12, getting counselors involved was much easier, but that did mean our Education focus group lacked a real administrative presence.
 - The emails sent out invited stakeholders to participate in the focus group and highlighted that it was purely an information gathering event. We highlighted this fact to encourage organizations that did not want to make any LGBTQ+ stand or were less than friendly towards LGBTQ+ issues. Unfortunately, we did not get any organization that was completely against it, and we recommend putting effort into getting organizations like that for the purposes of understanding their positions and ways to work with them.
 - It was especially difficult to get stakeholders from any government institution and, as such, it is one of the biggest weaknesses in our data. We recommend being prepared to put great effort into this sector.
 - Alternatively Healthcare and Outreach were the easiest, and we did not have trouble filling out of focus group with unique and meaningful organizations.
 - Education was very difficult in terms of K12, but colleges were by far the easiest group as a whole.
 - Local business was receptive, but corporate businesses was basically impossible to talk to, and, regrettably, we were not able to get participation from any large national chain.
- **Brainstorm for Focus Groups**
 - Instead of developing comprehensive training, we decided to create models that we were going to develop and use to facilitate discussion. The first thing we did

was go through every sector and identify specific tools we wanted to incorporate into training for that sector. Once we went through every sector, we notice, that there were some common denominators for every sector. This led to creating what we call the **Core Tool Kit**.

Core Tool Kit
<ul style="list-style-type: none"> ● LGBTQ+ Education <ul style="list-style-type: none"> ○ Terms/definitions ○ Empathy training ○ Active listening ○ Community resources ● Benefit of Protocol, Policy, and Procedure Inclusion ● Benefit of actively recruiting LGBTQ+ Employees ● Internal Employee Support Network ● Point of Contact for LGBTQ+ Issues

These were created with the understanding that organizations needed an institutional approach beyond just comprehensive education or the education offered would fall short, especially if there were not policies to back it up, internal support, or people within the organizations individuals could talk to if things came up.

These tools were created with positive language that aimed at not telling organizations what to do but, rather, explaining the benefit of various things and clarifying that they were simply useful tools.

- In addition to the Core Tool Kit, we researched **Advanced Tool Kits** for specific sectors that addressed the institutional problems that were specific to those sectors. It should be understood that these lists are not comprehensive by any means but were developed by research to start a conversation with the focus groups.

Advance Tool Kit for the Outreach Sector
<ul style="list-style-type: none"> ● Five Keys to Service <ul style="list-style-type: none"> ○ Know Why You're Asking and Explain Why ○ Consider the Whole Person ○ Partner With Your Client ○ Manage Your Curiosity ○ Don't Categorize; Use Your Client's Terms ● Understanding Savior Complex and Conversion Therapy: good intentions and bad consequences ● Empowering Individuals <ul style="list-style-type: none"> ○ Scholarships

- Leadership training
- Inclusion within organizations

- **Focus Group Presentation Preparation**

- We organized our focus group to have a thirty minute presentation and an hour long engagement discussion. The focus groups were hosted between 12pm and 1:30pm, and one of our incentives was offering stakeholders lunch for participating. This meant they were able to eat while we were giving them information and were finished before our engagement discussion began. The presentation itself served to give context to our project, problems that happen in each sector, then the tools we had developed to help address those problems.
- We also provided a handout that went over our project, what our goals for the focus group were, basic information on LGBTQ+ identities, a resource guide, and, finally, a survey. There were many purposes for this packet, but it primarily served as a tool for people to reference terms during the focus group. This helped to conserve time, provide resources, and generate feedback through the survey function.
- Given that we provided stakeholders with education, highlighted problems in their area, and suggested solutions to them prior to the discussion group, it should be understood that we were not generating unbiased data, but we also were not looking for unbiased data, either. We were looking for feedback on the systems we developed and a guided discussion for making those systems better. Please note that if you are looking for unbiased data on where organizations are in terms of these issues, it is recommended you provide a survey at the beginning to set up a control.

Month 3: Focus Group

- Each focus group had the exact same structure, so if you would like additional information on how they functioned and what we learned from specific focus groups, check out the “Findings” section.
- Each focus group started with a thank you for everyone who came and then we went over the handout and gave a brief synopsis of what to expect during the focus group.
 - Why this project exists.
 - What it hopes to accomplish.
 - Basic education on gender and sexual orientation.
 - Problems specific to the sector of the focus group, tools specific to addressing those problems, and our idea of creating working committees.
 - That concluded our presentation, and from there we opened the floor up to guided questions that either asked a tally question or encouraged open discussion and feedback.

- Each focus group's responsibilities were split up between the project coordinator and the volunteers, with each switching roles between note taking, presenting, and discussing.
- It is recommend that nobody lead the community discussions back to back. We found this practice resulted in poorer performance because of the difficulty in distinguishing between the info both groups brought up and resulting in leading questions based on observations in previous focus groups.

Month 4: Findings and Recommendations

- Review all material and ask if anything is missing.
 - While it is addressed throughout this Procedure and Method section, here is the summary of things we missed or shortcomings in our data that we recommend any future project work to correct.
 - Not enough administrative representation within our focus groups in general.
 - Lack of information and perspective from government institutes.
 - Absence of any major corporation or chain within our focus groups.
 - Data within this report is very focused on one city and may not be reflective of the other cities within our state.
- Create a report based on our findings to be used to develop safe zone training in the next cycle.
 - While there were definitely small improvements that could have been made in how we achieved our goals and gaps in representation, we feel this project was incredibly successful in achieving its goals, especially considering the scope of the project compared to its size and funding.

We have not created anything comprehensive here, but we have generated several ideas and developed a template that other states can model to work towards similar change.

We recommend that if other projects model after us, they also make sure that their information is free and shared with the wider community. It is important that they open themselves up to peer review and dedicate themselves to improving and sharing new ideas they developed. Our hope is that a national SZTO can be established by many state level SZTO organizations working together to create something more!

Findings in North Dakota's Key Sectors

Here we will be going over the specific findings we had for each key sector. These findings will be brief and highlight the summary of the focus group, the tools that were recommended, and whatever data we felt was missing. It should be understood that all of the stakeholders from our focus groups were from the Fargo area and may not accurately represent other cities and states in our region. However, we do believe the data should be useful in starting conversation in other cities and as a direction to find more comprehensive data across our state as the project develops.

Education

Presentation: [Prezi](#)

Handout: [Google docs](#)

Summary

This focus group was tremendously productive and there was a great deal of engagement from everyone who attended. The biggest barrier identified for this sector was our culture and the fact that so few people really understood these issues or the severity of them, such that it has never been adequately address as a need in school programming. Specifically, to be successful within the education setting, we needed to lay some groundwork in educating both parents (secondary stakeholders) and faculty members (likely counselors). Otherwise, getting training into the K12 school systems without meeting hostile pushback could be incredibly difficult.

We were also encouraged to promote more community engagement events and in general raise awareness of LGBTQ+ identities and the issues they face to help make these issues easier to talk about and understand.

Internally, it was identified that it would be difficult for school faculty to find time outside of their working engagements, so it was recommend we look for ways to include it within their continuing education requirements or within their new staff orientation. It was recommended that we target administrators to work with aspects that involve school funding, programming, or pursuing continuing education.

While this sector applies to any educational organization, it is recommended that the NDSZ Project targets K12 school systems due to both the need to educate from a foundational level and because higher learning already tends to have a large amount of interest, investment, and motivation in this area. Additionally, a college student has incredibly more agency in choosing their environment than a K12 student does.

Missing Data

Overall, the biggest drawback to this focus group was a lack of administrative presence and representation from the K12 school systems, preschools, and daycares. However, we did speculate that if we could get K12 schools to be LGBTQ+ inclusive, preschools and daycares would follow that lead.

Additionally, western and central North Dakota are more conservative than the Fargo area, and with some negative cultural barriers against this type of training here, our focus groups may not be reflective enough of those regions to be useful.

Tools to Consider/Develop Based on Focus Group

- LGBTQ+ Bullying Prevention Programs
- Pronouns + Title IX Education
- Stars Empathy Training Exercise - Empathy Building Exercise
- [Imagine a World](#) - Empathy Building Video
- Letters to Mom/Dad - Counsellor Tool
- ND It Gets Better Program - Role Modeling
- Cascading Rainbow - Peer to Peer Mentoring
 - Grades K-3 || 4-7 || 8-12 || College || Professional
- Gender Sexuality Alliance Formations + Youth Advocacy

Government

Presentation: [Prezi](#)

Handout: [Google docs](#)

Summary

The focus group for our government sector was our weakest group. Only three out of the eight individuals we had confirmed showed up. Additionally, we faced great difficulty getting representatives for this focus group in the first place. That difficulty had to do with stakeholders not responding, declining, or having scheduling conflicts. After the focus group, we pursued additional information by conducting phone interviews, and while we did get some valuable insight from a few people, we experienced the same difficulty as before, so our data has limited perspective because of lack of representation.

Given that context, stakeholders identified culture as being the biggest barrier and the area we needed to focus on the most. They said that Safe Zone Training was going to be meaningless without shifting public opinion more favorably towards LGBTQ+ issues. They also brought up CLE/Learning Management systems as a good way to get training out there.

Missing Data

Overall, our findings would be greatly benefited from having more perspectives and insight for our focus group, particularly regarding elected officials, judges, and police. Given our lack of perspective, we were not able to come up with any adequate information on how to best incorporate our training into government institutions and recommend further research be done to address this short coming. We suspect as these issues become more well known, getting government entities to be involved with focus groups like these will become easier. It is also possible due to our sample size that we simply had bad luck with timing and scheduling and the participation was not a result of anything other than that.

Tools to Consider/Develop Based on Focus Group

- CLU/Learning Management Systems - Intake Training
- LGBTQ+ Identified Representatives/Elected Officials
 - LGBTQ+ Leadership Programs
- Community Events to Increase Visibility
- Interviewing Organizations Whose Perspective We Are Missing
- Government Oriented Webinar

Business

Presentation: [Prezi](#)

Handout: [Google docs](#)

Summary

The business focus group was missing the perspective of someone within the housing industry (realty agents, apartment owners, etc.) and someone from a national fast food chain or department store; otherwise, we had a wide range of other organizations that offered a diverse perspective into business environments.

Unsurprisingly, the biggest concern for this sector was what benefits the Safe Zone Training would have for a business in terms of productivity, hiring, and profits. Additionally, they suggested that if we wanted to get businesses to take this training seriously, we needed to address population statistics and do cultural surveys that could be shown as hard data for managers/owners.

Other than that, they recommend using scaling models, which is where we comprehensively work with one organization in terms of scripts, policies, procedures, etc., and then model that as a template for every other organization like it. This method may allow other businesses to see that the model has successfully been tried before.

Missing Data

The biggest questions left over from this focus group and our research are how do we get training into large corporations/national chains who are resistant to working with community projects? We found there tends to be a four-wall policy for places like that, which means they do not interact with outside organizations, especially community lead groups. Given the nature of business, it may not be possible to directly offer training to those kinds of organizations at this time. In the meantime, we recommend still inviting people within those organizations for training.

Tools to Consider/Develop Based on Focus Group

- Population Size Statistic
- Survey Addressing Need of LGBTQ+ Training - Provides Hard Numbers
- Report on the Benefit of LGBTQ+ Training
 - Increases Hiring Pool
 - Increases LGBTQ+ Worker Productivity
 - Decreases Turnover

- Mitigates chance of lawsuits
- Scale Model Procedure + Method
- Role playing - Empathy and Job Training at Once
- LGBTQ+ Mentorship Program within Business
- Business Oriented Webinar

Outreach

Presentation: [Prezi](#)

Handout: [Google docs](#)

Summary

While this sector had many of the same barriers and tools that other sectors identified, one thing that really stood out was a focus on intersectionality and minority populations. This group was also especially interested in doing collaborative work. Aside from that, it was recommended we develop positive LGBTQ+ religious material and promote affirming churches.

While this group did address many of the other issues brought up, those two factors mentioned above were the only ones that deviated from the generalized understanding.

Missing Data

While we had significant perspective for the focus group in terms of stakeholder participation, we as an organization could have done significantly more to get data from the Native American community in terms of addressing LGBTQ+ issues on reservations.

Tools to Consider/Develop Based on Focus Group

- Greater focus on LGBTQ+ members who are part of other marginalized group
- Incorporating collaborative efforts between NDSZ and other Outreach Organization
- Develop LGBTQ+ positive religious messages
- Research Native American specific resources

Healthcare

Presentation: [Prezi](#)

Handout: [Google docs](#)

Summary

This focus group was led entirely by the Social Work Department Student Volunteers, with a small introduction from the Project Coordinator. The volunteers reported that there was a great turn out and a lot of energy and motivation towards making change. The only perspective they were not able to get was a major healthcare provider, and they surmised that it would be much harder to get them on board due the complex nature of their structure, policies, and guidelines.

The focus group centered around two key components, the first being interest and questions around how to handle name/pronouns for transgender clients, and the second for being the best way to get this training to individuals in the healthcare sector. While the latter was discussed in

length, the volunteer's perspective was that the stakeholders were looking at webinars due to ease of implementation and were concerned that webinars in general did not provide the adequate training to instill the sense of urgency required of these issues.

Another component discussed was the political nature of LGBTQ+ issues and ways to prevent backlash from incorporating training. It was suggested simply not to make a big deal of it and include it like every other training companies have or to remove any reference to words such as allies and, instead, focus purely on processes improvement tools.

Missing Data

This focus group was missing the perspective of a large scale healthcare organization and medical doctors. As mentioned in the summary, it is likely much harder to get large scale healthcare organizations due to the complex nature of their structure, policies, and guidelines. We also primarily targeted organizations more than the individuals within hospitals that do intake care, such as doctors. We recommend that future focus groups put effort into getting at least one doctor and nurse to be part of the focus group.

Tools to Consider/Develop Based on Focus Group

- Connect with ND Human Resource Group
- Develop comprehensive Healthcare Oriented Webinars
- Hard data on Economic benefit and percentage of population affected.
- Encourage upstanders in the healthcare environment

ND Safe Zone Survey

Survey: [Survey Monkey](#)

Purpose

Every focus group brought up lack of state specific data in regards to the LGBTQ+ demographic. Since this data did not really exist, organizations were not able to see the need in our state to address training in a real way. This survey was designed to start to address those needs. This data is intended to act as a bridge between the first and second cycles of the grant or, specifically, between the research side and developmental side of our project.

Introduction and Privacy

The introduction is designed to share who we are, how we are funded, whom we are targeting, and what our purpose/mission statement is. We also clarify how we will be using the data and how important the privacy of those taking the survey will be.

One of the things that came up in discussion about this survey was the concern for privacy and how even though it is an anonymous survey, there are still things that will identify a person. With that in mind, we changed the introduction to more strongly include language protecting privacy, and we removed the question asking about age. The age question was only going to test if acceptance was generational, and the result would have had no practical bearing on our data metric no matter what we found out.

We also added a “Decline to Answer” option to most questions to give the test takers an opportunity to decline to comment. Even though it does not help us figure things out, it helps people to know they only have to answer what they are comfortable with and further ensure privacy.

What Is This Survey Doing?

1. It identifies answers from the populations of our major cities in regards to the five key sectors.
2. It identifies the LGBTQ+ population who work in those sectors.
3. It identifies how aware people are of the problems the LGBTQ+ demographic faces in their sector.
4. It identifies how if anyone believes they have worked with or perceived someone they workd with to be LGBTQ+.
 - a. This question identifies specifically an understanding of customer population.
 - b. It also is subdivided between LGBTQ+, trans, colleague, and customer.
5. It identifies if any education already exists within organizations, if it is required, and if there is any continuing education.
6. It identifies if there is any point of contact within the organization for LGBTQ+ issues even if they do not have any training.
7. It identifies the perception of organization's ability handle LGBTQ+ issues.
8. It identifies if people within the organization want it.
9. It identifies how many people would advocate for it.

10. It identifies how realistic it is to get training.
11. Finally, it identifies any barriers we have to address to get training out there.
12. The Survey has a comment section to provide space for additional comments, questions, or concerns. To secure privacy, we insure that all information gathered will be used solely for internal improvement and not shared in the raw data.

Population Size

We are hoping to get as many people from ND as possible to participate in the survey and will send it through all available social media. The goal for turnout is 1000; however, we acknowledge that goal is ambitious and we will likely end up with less, especially because this is the first survey of its kind targeting the whole of North Dakota and be oriented around collecting LGBTQ+ Data!

Appendices

Appendix A: Glossary

Ally: Someone who does not identify as LGBTQ+ but supports LGBTQ+ acceptance and inclusion.

Homophobia: An irrational negative response to Gay and Lesbian individuals, as well as other forms of sexual orientation. Extreme cases may involve the belief that people with the above conditions are less than human. Often carries the assumption that heterosexual attraction is a natural condition and not a spectrum of possibility.

Key Sectors: In this project report it refers to the sectors of Healthcare, Government, Outreach, Business, and Education. More loosely it can also refer to the organizations that fall within those sectors.

LGBTQ+: The letters stand for Lesbian, Gay, Bisexual, Transgender, and Queer. The “+” denotes the dozens of other ways someone could define themselves. While it would seem practical to choose a different word that is more inclusive of those identities, the “LGBT” carries a great deal of political weight and familiarity and would be difficult to change at this point.

Stakeholder: In terms of the focus group, our stakeholders were individuals representing organizations within Key Sectors. When talking about the working model, stakeholders are the organizations in key sectors.

Transgender: This is an umbrella term that refers to anyone who transgresses the gender binaries. This could be people who were assigned one sex at birth but later discovered they were another gender and took steps to living their authentic self or it could be someone who shifts genders based on their environment and what makes them comfortable.

- **Sex assigned at birth** - This refers to how gender is classified at birth. It is important to understand that the only metric they [measure is the size of the genitals and whether it is smaller than an inch or larger than one](#). That is to say we are not classified on a biological basis because they do not do tests on our genetic makeup or internal anatomy. We are only classify based on one factor of our external anatomy and that part may be different than our internal anatomy, our genetics, and most importantly our neurological sense of sex, otherwise known as, gender identity.

So, a lot of times people try to say born as a man, birth gender, or biologically male for transgender females who were assigned-male-at-birth. Those statements are inaccurate based on the reasoning in the paragraph above. Sex is a spectrum.

Transphobia/Transantagonism: An irrational negative response to transgender and intersex people, as well as other forms of gender-bending and gender non-conformity. Extreme cases may involve the belief that people with the above conditions are less than human. Often carries

that assumption that gender is a natural, rather than learned, condition, and that biological sex is a discrete, immutable trait rather than a collection of characteristics.

Upstander: This is an ally taken to the next level, which means they call out transphobia or homophobia whenever they see it and take steps to insuring it does not happen.

Appendix B: Focus Group Handout Survey

Feedback Survey - (1) Low/no Value --> (5) High Value	1	2	3	4	5
Type of Organization (college, retail, police, etc):					
Measuring Objectives					
1. Knowledge of LGBTQ+ problems in your sector prior to focus group.					
2. Knowledge of LGBTQ+ problems in your sector after focus group.					
3. How valuable do you think the tools brought up would be in your sector?					
4. How possible do you think it'd be to integrate those tools?					
5. How possible would it be to integrate those tools in the next one to five years?					
6. How likely are you to personally advocate for this change in your organization?					
7. How well do you feel you understand this project and our goals?					
8. Would you recommend this project to or this training to other people?					
9. Do you think this project is useful for your sector in general?					
10. Do you think everyone was able to adequately participate in the discussion?					
11. Do you believe the discussion today was productive?					
12. How would you rate the presenter for this discussion?					
13. How would you rate the presentation?					

Appendix C: Focus Group Results

Focus Group total - 31 Organizations - 38 people

Feedback Survey - (1) Low/no Value --> (5) High Value	1	2	3	4	5
Type of Organization (college, retail, police, etc):					
Measuring Objectives					
Knowledge of LGBTQ+ problems in your sector prior to focus group.		7	9	10	4
Knowledge of LGBTQ+ problems in your sector after focus group.				21	10
How valuable do you think the tools brought up would be in your sector?			2	12	17
How possible do you think it'd be to integrate those tools?		2	10	10	8
How possible would it be to integrate those tools in the next one to five years?		1	5	16	10
How likely are you to personally advocate for this change in your organization?				9	22
How well do you feel you understand this project and our goals?			3	18	10
Would you recommend this project to or this training to other people?			2	13	16
Do you think this project is useful for your sector in general?				11	20
Do you think everyone was able to adequately participate in the discussion?		1	2	3	25
Do you believe the discussion today was productive?			2	9	20
How would you rate the presenter for this discussion?			1	9	21
How would you rate the presentation?			3	10	18

Total Tally for Whiteboard

Question 1 - State of Training

How many people have Training?	11/31
Require training?	2/31
Require continuing education	1/31
Format of Training?	Webinar, Speakers, safe zone training, in person, one on one, Intake Training

Question 2 - Interest

Number of people who desire training	36/38	
Interests	Unidentified Interest	Tools
Education 4x Gender unicorn Gender identities Pronouns Community Religion Resources + connections Trans awareness - Faye Business Boost sales/customers Retaining LGBTQ+ individuals Recruitment Insurance Benefits Institutional Formal Training Formalized informal training What does not exist limited protection Title Seven Title 9 3x Policy Mandatory	Education 2x Pronouns Name Change Information 3x Intersectionality - cultural Comfort with conversations Visibility Ever evolving info Infrastructure Mentorship in companies Leadership programs Modeling after others Benefits - partner inclusion Demographic Research 2x Informal stakeholders -National Survey vs ND climate -Supreme Court Ruling's impact	Infrastructure Welcoming Environments 3x Education/formal training Policies in handbook Point of contact Approaching customers Manager/Trainer 2x Connect with HR Manager Training Peer Mentors/RA Mentorships Business Stats \$\$\$ company focus % of impact Community Transgender Advocacy 2x Advocacy 2x Outreach promoting/advertising Encouraging upstanders Pride events church/clubs 2x Collaboration

Question 3 - Logistics

Barriers	Mechanisms	Logistics	
<p>Lack of Information Ignorance Fear Diversity course Unaware of availability Homophobic individuals Assumptions of knowledge knowing details - concrete Endorsements widespread audience Superficial training makes it worse - brings up negative sides of people Lack of education (insensitivity) Continuing education Institutional Barriers Generational differences (older people have seniority and are in charge, have less understanding sensitivity to LGBTQ+ issues) 2xAdministration 2xPolitics Divide of interest in organization Religious affiliations Logistic Problems Mandatory 2x Time Staffing 2x Non-profit size/funding Budget Space/location</p>	<p>Personal Role play 2x One on one Training Training trainers 1 hour segment in person Relationships Partners Team member network Group 2xClassroom 2xOutside speakers 2xFocus groups Informal 4xWebinars Surveys Institutional Separate levels of training New hire training Continuing education Stealth inclusion of training Point of contact trainer Handbook inclusion Professional Learning Education System CLE</p>	Off location	Outreach
		On Location	Healthcare, Education
		Other	
		<p>Outreach could easily come to the Pride Center for training, whereas healthcare and education preferred on location. The institutes of government and business had no preference, but indicated online webinars would be most practical.</p>	

Education - 6 organizations - 8 people total

Feedback Survey - (1) Low/no Value --> (5) High Value	1	2	3	4	5
Type of Organization (college, retail, police, etc): College, School, Education					
Measuring Objectives					
Knowledge of LGBTQ+ problems in your sector prior to focus group.		1	2	4	
Knowledge of LGBTQ+ problems in your sector after focus group.				6	1
How valuable do you think the tools brought up would be in your sector?				3	4
How possible do you think it'd be to integrate those tools?			4	2	1
How possible would it be to integrate those tools in the next one to five years?			1	5	1
How likely are you to personally advocate for this change in your organization?				2	5
How well do you feel you understand this project and our goals?				4	3
Would you recommend this project to or this training to other people?				2	5
Do you think this project is useful for your sector in general?				2	5
Do you think everyone was able to adequately participate in the discussion?			1		6
Do you believe the discussion today was productive?				2	5
How would you rate the presenter for this discussion?				1	6
How would you rate the presentation?				1	6

Education - White board

Question 1 - State of Training

How many people have Training?	6
Require training?	0
Require continuing education	0
Format of Training?	Teach-to-Learn, Peer to Peer, Safe Zone Training (colleges)

Question 2 - Interest

Number of people who desire training	5	
Interests	Unidentified Interest	Tools
-Gender unicorn -Gender identities -Title 9/Religion -Community -Resources + connections -Trans awareness -Mandatory -Retaining LGBTQ+ individuals	-Pronouns -Intersectionality - cultural -National Survey vs ND climate -Supreme Court Ruling's impact -comfort levels on conversations -More direct parent intervention	-Actions/steps -Advocate -Activities <ul style="list-style-type: none"> • coming out stars • Videos • connecting grades/letters -Peer Mentors/RA

Question 3 - Logistics

Barriers	Mechanisms	Logistics	
Mandatory Time Quantity Religious affiliations Continuing education Funding Staffing Diversity course Administration	classroom or online	Off location	1.5
		On Location	7
		Other	
		online for credit	

Government - 3 organizations - 3 people total

Feedback Survey - (1) Low/no Value --> (5) High Value	1	2	3	4	5
Type of Organization (college, retail, police, etc): Law Office, Government Office Holder					
Measuring Objectives					
Knowledge of LGBTQ+ problems in your sector prior to focus group.			1	1	
Knowledge of LGBTQ+ problems in your sector after focus group.					2
How valuable do you think the tools brought up would be in your sector?			1	1	
How possible do you think it'd be to integrate those tools?		1	1		
How possible would it be to integrate those tools in the next one to five years?			2		
How likely are you to personally advocate for this change in your organization?				1	1
How well do you feel you understand this project and our goals?				2	
Would you recommend this project to or this training to other people?				2	
Do you think this project is useful for your sector in general?				1	1
Do you think everyone was able to adequately participate in the discussion?				1	1
Do you believe the discussion today was productive?				1	1
How would you rate the presenter for this discussion?					2
How would you rate the presentation?				1	1

Special notes One of the surveys is from a government stakeholder who was part of the health care focus group, due to scheduling issues. Their numbers are represented here.

Government - White board

Question 1 - State of Training

How many people have Training?	0
Require training?	0
Require continuing education	0
Format of Training?	N/A

Question 2 - Interest

Number of people who desire training	4	
Interests	Unidentified Interest	Tools
-Formal Training -Faye -Formalized informal training -Gender Unicorn	-Visibility -Other government organizations experiences -Name Changes	-Point of contact -Collaboration -Advocacy <ul style="list-style-type: none"> • formal training -Education -Church/clubs -Faye

Question 3 - Logistics

Barriers	Mechanisms	Logistics	
-Lack of education (insensitivity) -Ignorance -Fear -Superficial training makes it worse - brings up negative sides of people Generational differences -older people have seniority and are in charge, have less understanding sensitivity to LGBTQ+ issues	-Relationships -Learning Education System -Partners -CLE	Off location	N/A
		On Location	N/A
		Other	
		N/A	

Business - 5 organizations, 6 people total

Feedback Survey - (1) Low/no Value --> (5) High Value	1	2	3	4	5
Type of Organization (college, retail, police, etc): Retail, Clothing, Food, Bank, Hospitality					
Measuring Objectives					
Knowledge of LGBTQ+ problems in your sector prior to focus group.			2	2	
Knowledge of LGBTQ+ problems in your sector after focus group.				2	3
How valuable do you think the tools brought up would be in your sector?				1	4
How possible do you think it'd be to integrate those tools?		1	1	1	3
How possible would it be to integrate those tools in the next one to five years?		1	2	1	2
How likely are you to personally advocate for this change in your organization?					5
How well do you feel you understand this project and our goals?				4	1
Would you recommend this project to or this training to other people?					5
Do you think this project is useful for your sector in general?				1	4
Do you think everyone was able to adequately participate in the discussion?					5
Do you believe the discussion today was productive?				1	4
How would you rate the presenter for this discussion?			1		4
How would you rate the presentation?				1	4

- Special notes** - One person surveyed filled in two numbers for questions four and five, They indicated that private business had a higher chance and corporate business a lower change.

Business - Whiteboard

Question 1 - State of Training

How many people have Training?	1
Require training?	0
Require continuing education	0
Format of Training?	Webinar, Speakers

Question 2 - Interest

Number of people who desire training	6	
Interests	Unidentified Interest	Tools
-Gender Unicorn What does not exist <ul style="list-style-type: none"> • policy/procedures -Recruitment -Boost sales/customers -Title Seven	-Leadership programs -Benefits <ul style="list-style-type: none"> • partner inclusion -Mentorship in companies -Pronouns	-Speaker/empathy exposure -Approaching customers -Stats \$\$\$ company focus -Manager Training

Question 3 - Logistics

Barriers	Mechanisms	Logistics	
-Budget -Politics -Endorsements -Administration	-Continuing education -online module -handbook inclusion -One on One training <ul style="list-style-type: none"> • training trainers -Outside speakers -Levels of Training -Focus group with individual companies -Role play -Team member network	Off location	4.5
		On Location	5
		Other	
		Online/Webinar	

Outreach - 9 organizations, 12 people total

Feedback Survey - (1) Low/no Value --> (5) High Value	1	2	3	4	5
Type of Organization (college, retail, police, etc): Church, Nonprofit, Crisis Center, Shelter, Advocacy					
Measuring Objectives					
Knowledge of LGBTQ+ problems in your sector prior to focus group.		3	3	2	1
Knowledge of LGBTQ+ problems in your sector after focus group.				8	1
How valuable do you think the tools brought up would be in your sector?				3	6
How possible do you think it'd be to integrate those tools?			2	5	2
How possible would it be to integrate those tools in the next one to five years?				6	3
How likely are you to personally advocate for this change in your organization?				2	7
How well do you feel you understand this project and our goals?			2	5	2
Would you recommend this project to or this training to other people?				7	2
Do you think this project is useful for your sector in general?				4	5
Do you think everyone was able to adequately participate in the discussion?			1	1	7
Do you believe the discussion today was productive?			1	4	4
How would you rate the presenter for this discussion?				5	4
How would you rate the presentation?			1	5	3

Outreach - Whiteboard

Question 1 - State of Training

How many people have Training?	3
Require training?	2
Require continuing education	1
Format of Training?	Webinar -> CEU In-person Speakers Intake Training

Question 2 - Interest

Number of people who desire training	12	
Interests	Unidentified Interest	Tools
-Gender unicorn -Policy + limited protection	- Balance + POC - Informal stakeholders - Ever evolving info	-Mentorships -Outreach promoting <ul style="list-style-type: none"> • Welcoming Environments • Pride events -Website Advertisement -Community collaboration

Question 3 - Logistics

Barriers	Mechanisms	Logistics	
-Space/location -Widespread audience -Unaware of availability -Divide of interest in organization -Knowing concrete details -Assumptions of knowledge -Time	-1 on 1 -1 hour segment in person -Webinars -Focus groups -Surveys	Off location	12
		On Location	N/A
		Other	
		N/A	

Healthcare - 8 Organizations - 9 People

Feedback Survey - (1) Low/no Value --> (5) High Value	1	2	3	4	5
Type of Organization (college, retail, police, etc): Healthcare, Therapy, Clinics					
Measuring Objectives					
Knowledge of LGBTQ+ problems in your sector prior to focus group.		3	1	1	3
Knowledge of LGBTQ+ problems in your sector after focus group.				5	3
How valuable do you think the tools brought up would be in your sector?			1	4	3
How possible do you think it'd be to integrate those tools?			2	4	2
How possible would it be to integrate those tools in the next one to five years?				4	4
How likely are you to personally advocate for this change in your organization?				4	4
How well do you feel you understand this project and our goals?			1	3	4
Would you recommend this project to or this training to other people?			2	2	4
Do you think this project is useful for your sector in general?				3	5
Do you think everyone was able to adequately participate in the discussion?		1		1	6
Do you believe the discussion today was productive?			1	1	6
How would you rate the presenter for this discussion?				3	5
How would you rate the presentation?			2	2	4

Outreach - Whiteboard

Question 1 - State of Training

How many people have Training?	1
Require training?	0
Require continuing education	0
Format of Training?	Webinar

Question 2 - Interest

Number of people who desire training	12	
Interests	Unidentified Interest	Tools
-Pronouns -Policies -Insurance Benefits	-Tokenization -Proof of identification -Preferred name	-Connect with HR ND HR Group (100+) -Incorporate with employee training -Policies in handbook -Economic benefit -% impacted -Encouraging upstanders

Question 3 - Logistics

Barriers -Non-profit size/funding -homophobic individuals -Politics	Mechanisms -new hire -webinars <ul style="list-style-type: none"> • video • test -Point of contact trainer <ul style="list-style-type: none"> • Stealth inclusion of training not preachy 	Logistics	
		Off location	N/A
		On Location	Preferred
		Other	
		N/A	