



South Central
Wisconsin

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December 15, 2005

Madison Metropolitan School Board Members
Doyle Administration Building
545 West Dayton St.
Madison, WI 53703

Dear School Board Members,

Thank you for the opportunity to apply for \$25,000 in funding to increase Gay, Lesbian, and Straight Education Network-South Central Wisconsin's (GLSEN-SCW's) capacity to decrease bullying in middle schools. Our proposed middle school initiative will address harassing behavior in general, and will support the development of gay-straight alliances (GSAs) in Madison middle schools. We believe this project will help remove some of the barriers to student academic achievement.

The attached grant proposal represents a highly collaborative effort between Brian Juchems, GLSEN-SCW's Program Director; Bonnie Augusta, MMSD GLBTQ Resource Teacher; and me. The proposal was also influenced by input from Anne Wilder, Community Outreach Manager of Wisconsin Public Television (WPT); Marcia Standiford, Manager of Cable and Video Services in the Media Production Department; and Julie Koenke, Director of After School Programs for Madison School and Community Recreation.

We are excited by the prospect of being able to continue the cutting-edge program, Bystanders to Allies (B2A), which is currently being sponsored by WPT and GLSEN-SCW. B2A creatively addresses issues of bullying in general through the use of art and film. We have successfully completed workshops for parents and educators and would like to focus on the student portion of B2A by leading workshops for students in existing after school programs. We would also organize the parent/educator workshop for existing community groups.

Separate from the B2A program, GLSEN-SCW would like to assist in the development of GSAs in Madison middle schools. Included in the proposal are surveys showing the negative affects harassment has on students who are bullied for being perceived as LGBT, and the positive academic affects GSAs have on students.

Funding from MMSD will allow us to focus our programming efforts more intensely on a middle school initiative that will have a profound impact on the culture surrounding bullying in middle schools. We believe that this work will positively affect the quality of life for students and their academic achievement.

Thank you for your consideration. Please feel free to contact me with any questions.

Sincerely yours,

A handwritten signature in cursive script that reads 'Cindy Crane'.

Cindy Crane
Executive Director

MIDDLE SCHOOL INITIATIVE

Decreasing Bullying to Increase Focus on Academics

Funding Request: Gay, Lesbian, and Straight Education Network of South Central Wisconsin (GLSEN-SCW) is requesting \$25,000 to increase GLSEN-SCW's capacity to work with middle schools in the following ways:

Developing the work of Bystanders to Allies (B2A)

Developing Gay-Straight Alliances (GSAs).

Project: To counter bullying in middle schools and create environments for better academic achievement, GLSEN-SCW would like to work more intensely to develop the B2A program and GSAs. B2A, currently sponsored by Wisconsin Public Television (WPT) and GLSEN-SCW, engages parents, teachers, and students to recognize bullying in relationship to racism, bias against students perceived as being LGBT, and other prejudices. GSAs provide support for LGBT and straight students, and give all students a message about honoring differences. Research has shown that LGBT youth who have access to GSAs achieve better academically.

I Developing the work of Bystanders to Allies

History of B2A

B2A grew out of a program formerly known as FEAR NOT!, which brought together representatives from the Urban League of Greater Madison, WPT, Wisconsin Education Communications Board, MMSD, and GLSEN-SCW. FEAR NOT!, in its original format strove to bring middle school parents and educators from a specific school together for a 90 minute workshop on the phenomenon of bullying, the impact it has on students, and ways both groups can partner to create a more caring classroom for their young people (effectively moving from bystanders into allies). Now, there is both a Parent-Educator Workshop and a Student Workshop.

A. The Parent-Educator Workshop has several objectives:

- Participants feel empowered to use language to stop negative cycles of harassment.
- Using film clips, participants learn key concepts of how and why bullying happens and the importance of addressing it.
- Participants understand the need for shared responsibility and get to know potential allies such as facilitators, guidance counselors, and youth who are trained in the vocabulary of compassion.
- Participants are empowered to use new research-based solutions and successful traditional anti-bullying tactics already in place.
- Participants are inspired to take "next steps" to create a safe school climate.

The Parent-Educator Workshops have been held at the following schools/CESAs

<u>School/CESA</u>	<u>Number of Participants</u>
Wright Middle	11
Sherman	21
CESA (Reps of CESAs)	20
CESA 4	15

Evaluations of three of the programs are attached.

B. The Student Workshop portion of B2A has several objectives:

- Using film clips, discussion and art, youth learn why and how bullying occurs, the importance of reducing the problem and strategies they can use to respond to bullying in their lives.

- Youth find their power through art, media, discussion and support from adult structure in schools and after-school clubs
- Youth understand creative tools available to them, generate a creative product to symbolize their journey.
- Youth understand shared responsibility and the benefits of being an ally to others
- Youth commit to becoming allies for others and create an action plan to reduce incidences of bullying within their after-school program.

The staffs of GLSEN-SCW and WPT and Bonnie Augusta have just begun to explore the student portion of B2A, which could be fully initiated with additional funding. With the success of the first portion of the program, we are confident that the non-threatening approach of using arts and clips from broadcasts in after school settings for students will also be successful.

Julie Koenke, Director of After School Programs for Madison School and Community Recreation, has agreed to help connect us to site coordinators, who could assist us in making contacts with club leaders. We would like to use existing clubs to lead six week workshops for at least four clubs.

Bonnie Augusta has agreed to be the main person who will make initial contacts for developing B2A. None of these trainings will be extensions of GSAs but could eventually be made available to GSAs. Once contacts have been made and interest has been shown on the part of students and teachers, Brian Juchems, Program Director of GLSEN-SCW, will take the lead at working with teachers and students to implement the six week sessions.

Marcia Standiford, Manager of Cable and Video Services at the Media Production Department, has agreed to work with students to produce a video specifically for the cable channel if there is student interest in developing a video. We hope that the time Marcia would need to produce a video would be compensated with an in kind donation.

Goals: Our goal for the parent-educator portion of B2A during the second semester of 2004-2005 and first semester of 2005-2006 is to hold the parent-educator workshop before at least two community organizations, including LaSup, which is a network of professionals who work with the Latino population. The goals for the Student Workshop during the second semester of 2004-2005 and first semester of 2005-2006 is to lead the B2A trainings with students at four schools.

Barriers to Continuing the Work of B2A

GLSEN-SCW staff time has been a concern. Brian Juchems, Program Director, initiated contact with WPT about bringing their B2A program to the schools but has not placed a major focus on B2A. With funding from MMSD, Brian would be able to work more closely with Bonnie Augusta to more intently focus on B2A.

Currently B2A is funded by a grant through WPT. However, the funding will end in March 2006. We are concerned that although B2A has already made an impact, that seeds for resisting bullying will not grow as fully as they could if we do not continue this program.

II Developing GSAs

Past Work with Middle Schools

In our last fiscal year (July 1, 2004 to June 30, 2005) GLSEN-SCW sponsored two GSA summits that included high school and middle school students.

While GSAs have existed off and on for one or two Madison middle schools in the past, 2004 and 2005 was the first year GSAs benefited from a concentrated amount of staff time and resources. Because of GLSEN-SCW's work done in partnership with Bonnie Augusta, students at five middle schools have participated in GSAs between September 2004 and December 2005. However, it has been difficult to maintain interest at all of the schools where students have shown interest in GSAs.

Middle schools that have had students participate in GSAs since September 2004 have included Hamilton (15 students); Cherokee (5 students); Wright (6 students); Toki (7 students); and O'Keeffe (15 students). Currently there is no GSA student participation at O'Keeffe.

With funding for a middle school initiative, GLSEN-SCW staff will focus more on maintaining GSAs that exist and supporting the development of new GSAs.

It is important to note that although we value the number of students who participate in GSAs, we are cognizant of how the existence of a GSA positively affects even some students who do not attend. Anecdotally, Bonnie Augusta has LGBT students who do not attend GSAs but who claim to feel more positive about their schools because GSAs are made available there.

Middle School Participation in GLSEN Leadership Events for 2004 to 2005 and 2006 Goals:

	<u>04-05</u>	<u>Goals for 05-06</u> <u>(2nd semester)</u>	<u>Goals for 06-07</u> <u>(1st semester)</u>
Spring Conference	0	9	
Spring Breaking the Silence Rally	8	9	
Fall GSA conference	3		12

Funding Note for Both Programs: We are asking for funding to begin in January 2006 if possible. Our fiscal year is from July 1st to June 30th to follow the school calendar. However, with immediate funding, we could quickly begin to focus more on our middle school GSAs. We also would not lose momentum for the work already begun in the B2A program.

Goals: With funding from MMSD during 2006, GLSEN-SCW staff will work to build up connections with middle school advisors, parents, and students to support existing GSAs and to support the development of more GSAs. We will advertise GSA gatherings and leadership events that include middle school youth more thoroughly to increase attendance of middle school students. We will seek to assist at least two schools in developing new GSAs (this would include assisting a school to recreate a GSA that has ceased to exist).

Barriers to Building up Middle School GSAs

It is time intensive to consult with, visit, and educate people. To be thorough about working with new groups of people it is also necessary to take time to process and reflect. With significant funding, Brian's time will be more focused on a middle school initiative, including the building up of GSAs, and not on peripheral issues.

NEED FOR GSAS AND WORK IN ANTIBULLYING IN MIDDLE SCHOOLS

Dane County Survey: In this survey it was shown that overall between 2000 and 2005 bullying is down significantly in secondary schools. Bullying in middle schools is also down between 2000 and 2005 but is still significantly greater in middle schools than in high schools.

2002 Climate Survey: The Madison Metropolitan School District's 2002 Climate Survey found that 31.3% of high school students (n 4340) and 32.5% of middle school students (n 3702)

reported that students in their schools face name-calling based on their sexual orientation. Similarly, a survey of randomly selected students conducted at Middleton High School in 2001 showed that 70% of students saw homophobia as a problem in that school. More than two-thirds of those surveyed said that they heard terms like "fag" or "dyke" more than five times per day. More than 40% of the students surveyed admitted to using such terminology.

GLSEN Survey: In partnership with GLSEN National, we recently conducted the first Wisconsin-specific survey of LGBT student experiences in schools. The results are alarming, though perhaps not surprising:

- Over half of Wisconsin LGBT youth reported feeling unsafe in school because of their sexual orientation and over one third reported feeling unsafe because of their gender expression.
- Youth from Wisconsin reported more frequent homophobic remarks and more frequent verbal harassment because of their sexual orientation than youth from other states with protective legislation.
- Unchecked harassment correlates with poor performance and diminished aspirations: LGBT youth who report significant harassment are twice as likely to report they do not intend to go to college and their GPAs are significantly lower (2.3 vs 3.0).
- Despite nondiscrimination laws, harassment continues at unacceptable levels and is too often ignored: 84.3% of LGBT students report being verbally harassed because of their sexual orientation. Nearly a third of students report that faculty never or rarely intervenes when present, despite their legal obligation to do so.

The good news is that we also found that this program does make a difference:

- LGBT students in schools with GSA were more likely to feel safe in school than students whose schools do not have a GSA: 68.3% of LGBT students who report their schools do not have a GSA say they feel unsafe because of their sexual orientation. Students who said their school had a GSA were less likely to report feeling unsafe at school for the same reason (60.9%).
- LGBT students who can identify supportive faculty or staff do better in school than those who cannot, which grade point averages 10% higher than their peers.
- LGBT students unable to identify supportive teachers or staff were more than twice as likely not to plan to continue their education after secondary school: 24.1% of LGBT students with no supportive faculty or staff say they do not intend to go to college. Only 10.1% of LGBT students who report having one or more supportive faculty or staff members say they will not go to college.

ORGANIZATION MISSION AND PURPOSE

The Gay, Lesbian and Straight Education Network of South Central Wisconsin (GLSEN-SCW) is an education organization creating safe schools for all lesbian, gay, bisexual, and transgender students. GLSEN-SCW envisions a future in which every child in every school community learns to respect and accept all people, regardless of sexual orientation or gender identity/expression. We also recognize and address the interconnection between racism, sexism, and homophobia.

BACKGROUND AND ACCOMPLISHMENTS

GLSEN-SCW has been a local chapter of the national GLSEN organization since 1996, but has local roots dating back fifteen years. Today, GLSEN-SCW works in concert with many other local groups in the education, youth, and social justice arenas to advance the common goal of respect for all children. After functioning for several years as a grassroots operation run out of

members' homes, GLSEN-SCW began a formal development process about four and one-half years ago. Since that time, GLSEN-SCW has made significant progress in strategically building its organizational infrastructure and long-term sustainability through planned, careful growth. Along with building our infrastructure, we have significantly increased our program impact: four years ago GLSEN worked with five local GSAs, today we are working with 58 GSAs in Madison, South Central Wisconsin and the surrounding areas. (*Note: Though we are part of a national organization, our local chapter is fully self-supporting.)

Recent Awards: 2001, national GLSEN Compass Award for Model Programming; 1998 OutReach Organization of the Year. Note: Former Executive Director Jason Rasmussen received the 2003 Visionary Award from the Social Justice Center in April 2003. Program Director Brian Juchems was recognized by the Madison Transgender Society.

KEY GLSEN-SCW STAFF AND VOLUNTEERS

Cindy Crane-Executive Director: Cindy Crane serves as GLSEN-SCW's Executive Director. Cindy holds a B.A. from UW Eau Claire and a Master of Divinity from the Lutheran School of Theology at Chicago. After serving Evangelical Lutheran Church in America parishes for 10 years, Cindy came out as a lesbian and left the clergy roster in good standing. Cindy has been an active leader in social justice movements both in the Twin Cities and Madison. She also has four years of experience organizing seminars for continuing education credits for educators in Minnesota through a small business. In the Madison community, Cindy has been active working within the Latino community and attends LaSup meetings regularly.

Brian Juchems – Program Director: Brian Juchems serves as GLSEN's Program Director. Brian holds a B.A. from Luther College and has extensive experience with social justice and working with youth. In addition, he is a sought-after experiential education presenter who has worked extensively in the K-12 school system and other settings. He has been involved with GLSEN-SCW since 1998. He has also served as a Youth Development Specialist for Briarpatch and as Director of the University of Wisconsin-Madison LGBT Campus Center. Brian maintains close relationships with student leaders and school personnel, provides schools with technical assistance and consultations, and coordinates our conferences and trainings.

Board of Directors and Other Volunteers: GLSEN-SCW's Board of Directors represents a cross-section of our community and includes educators, teachers, philanthropists, representatives of other agencies, and professional experts. GLSEN's volunteer program provides community members with numerous opportunities to participate in public service projects.

Anne Wilder – Key GLSEN Volunteer: Anne Wilder is the Community Outreach Manager of Wisconsin Public Television. Anne is one of the co-creators of the B2A program and has agreed to work as a volunteer through GLSEN if we receive funding to continue B2A. Anne has a background in educational theater and has worked on after school drama projects with students at Shotewood, Lowell, and Cherokee.

Special Note about Bonnie Augusta, LGBT Resource Person for MMSD: The expertise of MMSD's LGBT Resource person/GLSEN-SCW Supporter, Bonnie Augusta, has already greatly benefited the work of B2A. We hope to continue to access Bonnie's expertise and assistance if we receive funding for this proposal.

FEAR NOT! Wright Middle School October 14th 2004

Total Evaluations: 11

How did you learn about tonight's event?

- The e-mail notice from G.L.S.E.N.
- The e-mail notice from Wright Middle School
- W.O.R.T.
- A Flyer
- The school newsletter
- My partner
- From the "Speak Out" events

What did you most like about tonight's event?

- Audience sharing personal experiences
- Strategies kids can practice ("name it, claim it")
- Talking about basic ideas of anti-bullying
- Some tools we learned
- The process of open communication
- The video
- The video was so enlightening
- The honest, open atmosphere
- The concrete discussion about what bullying actually is
- The fast past open discussion
- The audience input
- Sharing of ideas

What did you like least about the event?

- It was hard to give adequate thoughts to the issues and still participate
- The little lectures, I would have preferred interactive exercises
- The slow, sharing, tender moments
- Too quick! Lots of info and not enough time
- Too much info in too little time! This could have been 4 different sessions. Make more time for discussion
- I think there were too many things going on. More time to work with any of the activities would have helped.
- Not enough detailed suggestions of how to deal with [bullying].

Was this event useful to you?

Yes: 9 No Response: 2

Explain (how this event was or was not useful) :

- Increased awareness. A reminder to keep working on the environment of discrimination.
- It was a reality check. It was good to examine issues.
- It is always helpful to hear people who know what they are talking about. Sometimes I forget to be sensitive to these topics.
- It was interesting and inspiring to hear about the work that is being done to combat bullying.
- Very informative! It gave me something to take home to my kids.

What will you do with tonight's experience?

- Talk with my children about this experience and what I learned.
- I would like to be involved in future events that discuss the issue of bullying.
- Think on it, talk about it with friends.
- Remember it when I am working with kids.
- Talk with my kids. Attempt to utilize some aspect of this program at my church.
- Continue to strive to be an ally and a teacher of fairness, honesty and good will to others.
- I will definitely use the "name it, claim it" strategy.
- Use it to continue working with groups to end discrimination.
- Hopefully I will now have better ideas about what to do when students are in bullying situations.

Do you have children in Madison schools?

Yes: 4 No: 6 No Response: 1

If yes, what grade level is your child in?

7th grade, 8th grade, & 10th grade

Would you be interested in attending other events about bullying?

Yes: 9 Maybe: 1 No Response: 1

Total Number of Evaluations: 12

1) How did you learn about tonight's event?

- Flyer sent home from school (7)
- Word of mouth (spouse, supervisor, etc.) (3)
- *Isthmus* (1)
- Through e-mail list serve (1)

2) What did you like most about the event?

****Note:** Some respondents listed more than one thing.

- "Hearing about strategies and options."
- "Positivism and enthusiastic presentation focused on solutions."
- "Interaction, openness of trainers."
- "The movie was terribly powerful."
- "The openness, honesty, information."
- "Getting different viewpoints from everyone."
- "Video." (2)
- "Visual aids and handouts."
- "The role playing."
- "Video discussion."
- "The video and discussion of the video."

3) What did you like least about the event?

- "Not specific enough for specific bullying experience."
- "Role playing."
- "Focus only at middle-school level."
- "Not enough time for group discussion."
- "I didn't get answers to help my daughter tonight."
- "Close-mindedness caused by frustrated emotions."
- "Need more time to hear more success stories/testimonials."
- "The event did not empower us sufficiently with next steps. The skit was too idealistic and a bit of a band aid to the problem. I think time might be better spent if people were divided into workshops to brainstorm on different aspects of the problem, with pre-determined leaders to facilitate the discussion (perhaps with some expertise in each area). The topics could be empowering the victims, dealing with the bullies, how to engage the teachers and school administration, etc."

4) Was this event useful to you?

Yes: 11 No: 0 No Response: 1 Write-In "Somewhat": 1

Please explain...

- "Connection with like-minded adults to talk about tough situations."
- "I'm on the Home & School Board at our school and have recently been made aware of bullying behavior that disturbs my 3rd grade. I would like to provide an opportunity for all parents to hear this and work together with teachers and kids to end this."

- "Strategies to use and implement in my school."
- "I feel like there's a light in the tunnel."
- "I liked the movie and plan on using it to work with kids."
- "It gave me some strategies to share with my son."
- "I am always looking for ways to include social justice into my drama programs."
- "Not enough information about systems to put in place in programs."
- "I don't see this as shocking. I think adults are forgetting when they say it is worse now. Kids have always been bullied, what is worse now is parents and schools allow it to happen with no consequences."

5) What will you do with tonight's experience?

- "Discuss with supervisor"
- "Teach 'Name It. Claim It. Stop It' (2)"
- "Incorporate it into my teaching."
- "I would like every school to have sessions for the children to teach them how to handle this problem."
- "Use it at the school."
- "Share it with social worker at school"
- "Push on."
- "Share the info with other educators."
- "Find out more info and talk to administrator."
- "I will try to call out inappropriate behaviors I come across everyday."
- "I would love to show the video in our church."

6) Do you have a child in the Madison schools?

Yes: 8 No: 5

What grade level(s)?

1st (1) 2nd (2) 3rd (1) 4th (1) 5th (2) 6th (3) 8th (1) 10th (3)

One parent indicated that some of her children attend St. Dennis' School, and some attend LaFollette.

7) Would you be interested in attending other events about bullying?

Yes: 10 No: 2



Professional Development Evaluation Summary

Program Title: Bullying: What You Need to Know Date: October 7, 2005

Number of Participants: 15

Evaluations Returned: 12

Average Ratings (on a scale of 0-5 with 5 being highest)

1 Relevancy to my professional development needs	4 17
2 Achievement of stated goals and objectives	4 08
3 Instructional methods utilized	4 33
4 Usefulness of information, instructional resources, and materials	4 50
5 Organization and of subject matter and ideas	4 42
6 Level of participant involvement	4 50
7 Quality of program planning	4 33
8 Overall quality of the workshop	4 50

Overall average rating of the event: **4.35**

How did you hear about the event?

Colleague/Former Participant	<u>1</u>	Graduate Studies Mailing	<u> </u>
Email from CESA	<u>2</u>	Institute of Higher Ed	<u> </u>
Flyer/Brochure	<u>5</u>	Website	<u>1</u>
Other	<u>3</u>		<u> </u>

Comments

- Very good information!
- I got a lot of ideas from today! Thanks
- It really helps to have more and more knowledge about bullying
- Thank you! I liked that it was included with another meeting and I didn't have to make another trip

What professional development programs would you like to see CESA #4 offer either in-district or at CESA #4?

- Class Action

Evaluation Summary-

The first several questions were answered using a scale of 1 to 5- 1 being the lowest, 5 being the highest.

Questions asked prior to the workshop:

- 1) Rate your knowledge of Bullying.
Avg: 3.16
- 2) Rate your knowledge of how to intervene when you see bullying.
Avg: 3
- 3) Rate your comfort level and willingness to intervene when you see bullying.
Avg: 3.63

Questions asked at the completion of the workshop:

- 1) Rate your knowledge of Bullying.
Avg: 4 (+0.84)
- 2) Rate your knowledge of how to intervene when you see bullying.
Avg: 3.82 (+0.82)
- 3) Rate your comfort level and willingness to intervene when you see bullying.
Avg: 4.03 (+.40)
- 4) Rate your interest in implementing this information with the rest of your school community.
Avg: 4.56
- 5) What would you need in order to have your answer for question number four become "5"?
 - a. Time to present, administrative support
 - b. Time at my school to plan how to present it
 - c. Support from administration and interest from teachers
 - d. Handouts, a VHS tape
 - e. Support from principal
 - f. How do we get other staff people involved?
 - g. More resources; training; skill-building; discussion-
 - h. Support from outside agencies

- i. More ideas about building connections
- j. More concrete examples
- k. Community programs, assessment data
- l. "I probably won't share all of the information, but I'll share bits and pieces with appropriate people."
- m. Info to take back and use and incorporate in school
- n. "I will share the handouts."
- o. "I need support from the rest of the staff so there can be a strong impact."
- p. Resources and strategies
- q. An administrator that is supportive
- r. Handouts and video would be helpful- strategies?

6) What did you like most about the workshop?

- a. Interaction with others
- b. Resources and strategies
- c. I liked how the information was presented
- d. Partnering and sharing- handouts
- e. Info to take back and use and incorporate at school
- f. "Name It", data collection ideas, networking on the ideas
- g. Good information and lots of great resources to follow up
- h. Sharing
- i. Talking in groups
- j. Practical ideas
- k. Video- good to see honest, real-life experiences
- l. Discussion- very safe environment
- m. Connection with others
- n. Handouts are excellent, especially strategies for confronting bullies
- o. Crafting safer school visual
- p. Video, "Let's Get Real" and drawing
- q. Name It- Claim It- Stop It (2)

7) What area can we improve upon?

- a. Build more on strategies or start with the "Crafting a Safer School"... or, do more with groups as a whole, will get more ideas
- b. Role playing (if there was enough time)
- c. Review online web resources
- d. Make it a longer session
- e. Just more time to share strategies (2)
- f. Give curriculum- I know you are planning on doing that (but it takes time)
- g. More strategies are always good
- h. Not sure
- i. Continue to do the same/good job (3)