Tips for Engagement

Webinar Buddies!

1. Post your name & email on the Excel Sheet.
2. Find someone who doesn't have another person next to theirs. Put yours next to it!
3. Follow up with one another in a couple weeks to see how they've been using this knowledge!
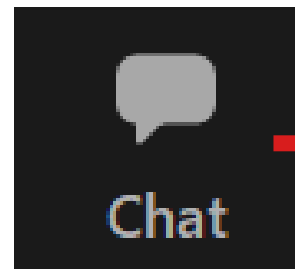
Chat
- Introduce yourself!
- Talk with one another
- Share resources
- Respond to presenters

Q&A
- Ask the presenters questions
- Upvote questions you'd like to see answered

* This webinar will be recorded and sent out with the slides.

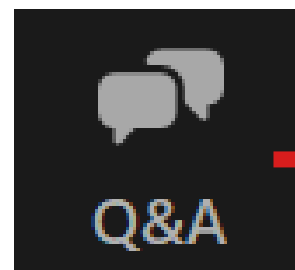MENTOR

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Mentoring LGBTQ+ Youth: An Urgent Need for Action

Nia Clark, MSW
Dr. Christian Rummell

Collaborative Mentoring Webinar Series
March 21, 2024

2024 CMWS: LGBTQ+ Series

This is the first part of a three-part series taking place over the course of 2024

March 21 : Research and Policy (A Call to Action)

- Research on Lived Experiences
- Proposed laws
- A Commitment to Action

July 19: Personal Actions (Ally as a Verb)

1-2:30 eastern

- Personal Tools to Being an LGBTQ+ Ally
- Relationship Tools: Supporting Assets of PRIDE in LGBTQ+ Youth

November 20: Organizational Actions (Creating Inclusive and Affirming Programs)

1-2:30 Eastern

- Inclusive and Affirming Policies and Practices
- Steps for Organizational Change Toward Inclusion
- Resources and Actions

Agenda

Welcome and Introductions

Research on the Lived Experiences of LGBTQ+ Youth

Our Current Climate: A Closer Look at Anti-LGBT Laws

What does this Mean for you?

Ally as a Verb: Actions You Can Take Now

Nia Clark, M.S.W.

Practitioner	Trainer	Consultant
•Mentoring Coordinator, LifeWorks/ Los Angeles LGBT Center •Direct Care Counselor, Community Living Program, MA •Activities Coordinator, The Home for Little Wanderers	•Foster/Congregate Care •LGBTQ Competency •Mentoring •Therapeutic Crisis Intervention (TCI) •Trauma-Informed Care (TIC) •Restorative Justice •DEI/JEDI	•Big Brothers Big Sisters of America •Human Rights Campaign Foundation •Consulting Producer- MTV Documentary Film, *Transformation* •University of Nebraska – Lincoln

Dr. Christian Rummell

Research	Training/Technical Assistance	Program Management
• Principal Consultant, Mentorist • Dissertation Scholar, Center for Interdisciplinary Mentoring Research at Portland State University • Research expertise: LGBTQ youth homelessness, LGBTQ youth juvenile justice, LGBTQ youth mentoring	• Director of Training and Technical Assistance, MENTOR • Training Associate, National Mentoring Center at Education NW • Training Specialist, Social Policy Research Associates • Co-author of LGBTQ youth supplement to Elements of Effective Practice	• Program Director, "I Have a Dream" Foundation--Oregon • AmeriCorps Leader, Corporation for National and Community Service • AmeriCorps Member, Dover Housing Authority

www.mentorist.org

MENTIMETER ICEBREAKER

DIRECTIONS

1.   Go to menti.com on your phone, tablet, or computer

2. Enter Code: 7254 3498

3. Answer questions!

JAMEY: "It Gets Better"

Moment of Silence

Research on the Lived Experiences of LGBTQ+ Youth

LGBTQ+ Demographics

9.5 percent of all young people growing up today (ages 13-17).

Sexual Orientation
Milestones (LGB)

1. **Becoming aware of queer attractions**
2. **Questioning one's orientation**
3. **Self-identifying as LGB+**
4. **Engaging in sexual activity**
5. **Coming out to others**
6. **Having a romantic relationship**

	Ages	Span
Males	12.9 (start) 22.3 (end)	9.4 years
Females	15.3 (start) 21.9 (end)	6.6 years

Source: Hall, 2021

Gender Identity

"Self-recognition of gender identity develops over time, much the same way a child's physical body does. Most children's asserted gender identity aligns with their assigned gender (sex). However, for some children, the match between their assigned gender and gender identity is not so clear."

Age	Development
Age 2	Children become conscious of the physical differences between boys and girls
Before 3rd birthday	Most children can easily label themselves as either a boy or a girl.
By age 4	Most children have a stable sense of their gender identity.

Research on Trans Children

Trans Youth Project **(Princeton)/ Dr. Kristina Olson**

300 Children from 45 states and Canada for 20 years (first longitudinal study of trans children)

Early findings:

- "Results so far show that trans children have just as firm a sense of their own gender as nontrans kids at very early ages, both when asked directly and when tested. Furthermore, trans kids follow different trajectories than children who simply prefer toys and clothes associated with the opposite gender."

- "In addition to helping uncover the roots of gender, early results of these studies suggest that trans kids who are supported through early social transitions have strong mental health and self-esteem."

What do LGBTQ+ youth experience while growing up?

Home

❑ **4 in 10 LGBTQ+ youth were out to all of their parents/guardians**

❑ **Half of trans and gender-expansive youth report that their family never uses correct pronouns (1 in 7 say their family always does so)**

❑ **Rejection at home:**

  ❑ Taunting/mocking for being LGBTQ+ (36.2%)

  ❑ Speaking negatively about being LGBTQ+ (43.6%)

  ❑ Making them feel bad about being LGBTQ+ (45.0%)

Source: Human Rights Campaign, 2022

Effects of Rejection at Home

LGBTQ youth who have experienced family rejection are: 8.4 times more likely to report attempting suicide, 5.9 times more likely to report high levels of depression, and 3.4 times more likely to report illegal drug use. (Ryan et. al. 2009)

LGBTQ youth had a 120 percent higher risk of reporting homelessness compared to youth who identified as heterosexual and cisgender (Chapin Hall, (2017)

30% of youth in child welfare identify as LGBTQ+ and 5% identify as trans ((Williams Institute, 2019, Youth.gov)

40% of incarcerated girls identify as LGB (Movement Advancement Project, 2017)

School

❏ **Majority of students (81%) reported feeling unsafe**

❏ **Nearly all students (97%) reported hearing anti-gay remarks in school**

❏ **Majority of students also heard homophobic remarks from their teachers/school staff (58%) and negative remarks about gender expression (72%)**

❏ **76% reported verbal harassment**

❏ **31% were physically harassed**

Source: GLSEN, 2022

Effects of Victimization at School

❑ **Were nearly three times more likely to miss school in the last month**

❑ **Felt lower levels of belonging**

❑ **Performed poorer academically**

❑ **Were more likely to say they did not plan to pursue higher education or trade school**

❑ **Were more than twice as likely to be disciplined at school**

❑ **Had lower levels of self-esteem**

❑ **Experienced higher levels of depression**
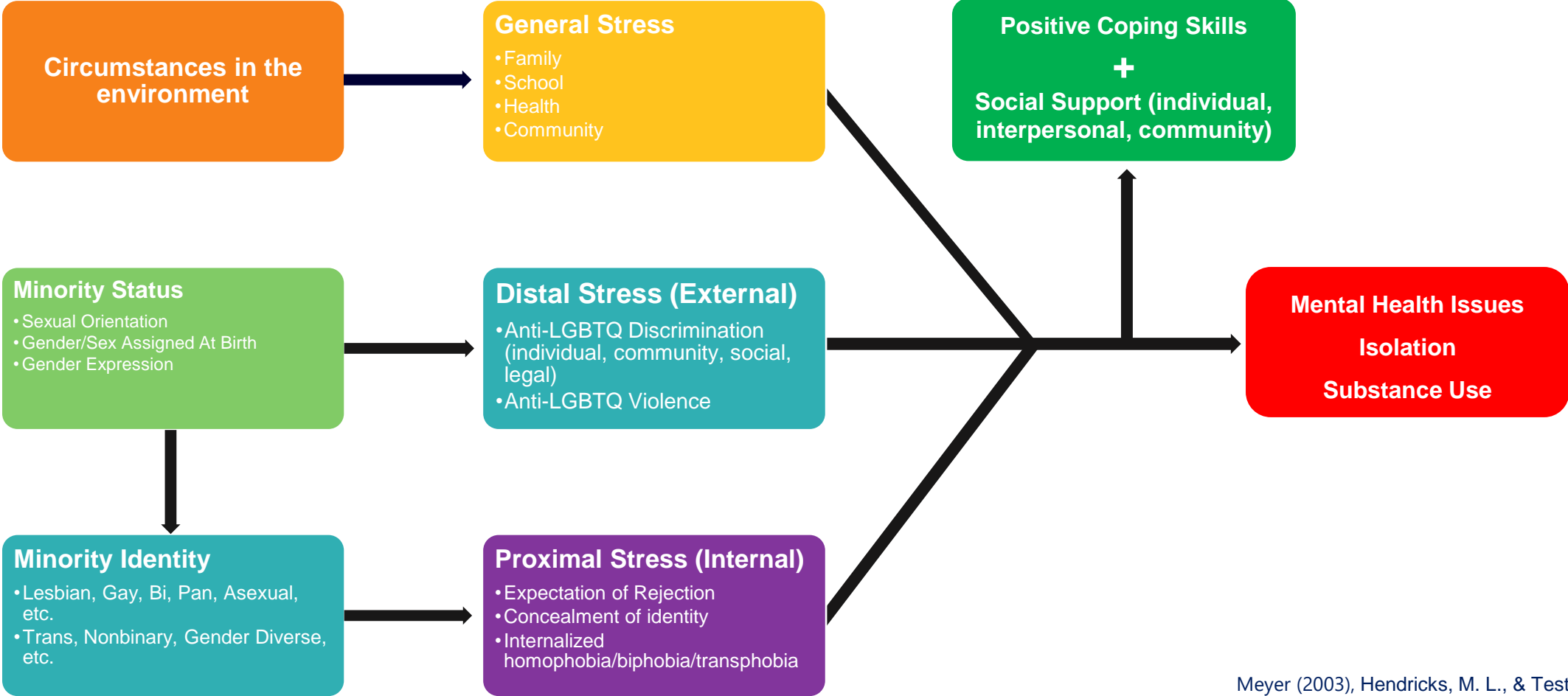
Source: GLSEN, 2022

Well-Being

- **45% of LGBTQ+ youth considered suicide in the last year**

- **75% reported symptoms of anxiety**

- **58% reported symptoms of depression**

- **82% wanted to receive mental health care**

- **60% of LGBTQ+ youth who wanted care were not able to access it. This includes nearly 3 in 5 transgender and non-binary youth**

Source: Trevor Project

The Context: LGBTQ+ Minority Stress Model

Circumstances in the environment

General Stress
- Family
- School
- Health
- Community

Positive Coping Skills

+

Social Support (individual, interpersonal, community)

Minority Status
- Sexual Orientation
- Gender/Sex Assigned At Birth
- Gender Expression

Distal Stress (External)
- Anti-LGBTQ Discrimination (individual, community, social, legal)
- Anti-LGBTQ Violence

Mental Health Issues

Isolation

Substance Use

Minority Identity
- Lesbian, Gay, Bi, Pan, Asexual, etc.
- Trans, Nonbinary, Gender Diverse, etc.

Proximal Stress (Internal)
- Expectation of Rejection
- Concealment of identity
- Internalized homophobia/biphobia/transphobia

Meyer (2003), Hendricks, M. L., & Testa, R. J. (2012).

On average, one LGBTQ+ young person attempts suicide every 45 seconds

How Do We Change These Outcomes?

What does research say about what makes a difference?

Family and Adult Acceptance	School Climate	Affirming Laws/Communities
Supportive Homes	**Supportive Climates**	**Supportive Policies**
• Greater self-esteem • Reduced risk-taking behaviors (Family Acceptance Project)	**Supportive school climates** (Representation/visibility, policies-–nondiscrimination, confidentiality) resulted in lower reports of suicide attempts (Hatzenbuehler, 2011) **Presence of GSAs versus No GSA identification of Supportive educators (>11)** - Greater belonging to school community - Higher levels of belonging - Higher levels of self-esteem, lower levels of depression and lower likelihood of considering suicide in last year (GLSEN, 2021) Presence of GSAs in schools resulted in reduction in bullying and increases in feelings of support (peers and teachers) (Day et al, 2019)	Supportive laws are associated with improved health outcomes in LGBTQ+ people and additional groups of marginalized populations (Hatzenbuehler, 2009) LGBTQ youth who live in a community that is accepting of LGBTQ people reported significantly lower rates of attempting suicide (Trevor Project, 2022)

LGBTQ youth with at least one accepting adult were 40% less likely to report a suicide attempt in the last year (Trevor Project, 2019)

Examples of Affirming Climates and Relationships

At Home

- Talking with child about LGBTQ+ identity
- Bringing child to LGBTQ+ organizations & events
- Supporting child's LGBTQ+ identity even though you may be uncomfortable

In School

- Comprehensive Policies
- Supportive Educators
- Student-Led Clubs
- Inclusive Curriculum

As a Caring Adult

- Support child's gender expression
- Expressing affection & support when child tells you they're LGBTQ+
- Believe child can have a happy future as an LGBTQ+ adult

Ryan, C., GLSEN

Anti-LGBT Laws

A closer look at proposed laws and their impact on youth-serving organizations

- ❑ **479 Proposed Anti-LGBT Laws since the start of 2024 as of March 15th**

- ❑ **>500 sponsored in 47 states (2023)**

- ❑ **National State of Emergency for LGBTQ+ Americans (Human Rights Campaign)**

Proposed Laws (As of August 2023)

Examples of laws that have been proposed in states across the US.

Bans on Gender Affirming Care	Bathroom Bans	Sports Participation Bans	LGBTQ Erasure Laws	Don't Say Gay Laws	Pronoun refusal	Forced Outing Laws	Anti-Drag Laws
21 states	10 States	23 States	4 states	6 states	6 states	6 states	2 states

A Recently Proposed Law in Missouri (2024)

https://documents.house.mo.gov/billtracking/bills241/hlrbillspdf/5874H.01I.pdf

"566.400. 1. A person commits the offense of contributing to social transition if the person is acting in his or her official capacity as a teacher or school counselor and the person provides support, regardless of whether the support is material, information, or other resources to a child regarding social transition.

2. The offense of contributing to social transition is a class E felony.

3. As used in this section, the following terms mean:

(1) "Child", a person under eighteen years of age;

(2) "Social transition", the process by which an individual adopts the name,

pronouns, and gender expression, such as clothing or haircuts, that match the individual's gender identity and not the gender assumed by the individual's sex at birth

Learn about Laws in Your State

ACLU: Tracking Attacks on LGBTQ Rights in U.S. State Legislatures.

How are these laws changing the way you provide services to LGBTQ+ youth?

1. Go to the ACLU tracker page.
2. Look up laws that have been proposed in your state.
3. In chat box:

   - Share what this law means for LGBTQ+ youth in your care
   - Share how this law might change services and programming that you are offering.

Potential Impacts on Youth Serving Programs

- ❑ **Increased levels of distress in LGBTQ+ youth**

- ❑ **Greater need for support and care**

- ❑ **Increased feelings of mistrust (program, school)**

- ❑ **Limits on confidentiality and collecting sensitive data**

- ❑ **Decreased visibility of LGBTQ+ role models and resources**

- ❑ **Restrictions on inclusive spaces**

- ❑ **Limits on ability to affirm identities**

- ❑ **More limited peer connections and spaces of belonging**

- ❑ **Conditions of fear**

- ❑ **Restricts access to assets associated with growth and development**

(Source: Mentorist.org)

CODIFICATION OF SHAME

Resources

Mentorist Mentorist.org	**HRC** HRC.org	**ACLU** ACLU.ORG
GLSEN GLSEN.ORG	**Trevor Project** Thetrevorproject.org	**PFLAG** PFLAG.org

A Call to Action: Your Personal Commitment

Commit to being an Ally (Ally:Verb) → Know the issues and continue raising your own awareness → Raise awareness in your networks and your program (Invite in, humanize LGBTQ+ youth) → Advocate for LGBTQ+ young people in your community and state

Reflection

Share one thing you learned from this session

Share one action you commit to doing before our next CMWS session on LGBTQ+ youth (July 19)

Questions and Answers

Additional Resources

Contact Us

Email us with any feedback or questions at collaborativewebinarseries@mentoring.org!

Affiliates

MENTOR Affiliates can support with training, resources, public awareness and advocacy. Find your local affiliate here.

Mentoring Connector

Recruit mentors by submitting your program to the Mentoring Connector.

National Mentoring Resource Center

Check out the OJJDP National Mentoring Resource Center to access evidence-based mentoring resources and to apply for no-cost training and technical assistance

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Remember!

- Please take **3-4 minutes to complete the anonymous survey** to let us know how we did!

- In a few days, you will receive an email with information on how to download the **slides, recording, and resources** on the CMWS webpage on MENTOR's website.

- **Connect with your webinar buddy!** Check in with them in a couple weeks to see how they've used the information from today's webinar.

Join Us Next Month!

Conversations with Youth Series
April 18th, 2024
3:30PM – 5PM EST