

Power Through Education: Why LGBTQIA+ Students Matter

Shannon Ward



01:

The Importance of Education

How does education affect income? How do LGBT+ students compare to non-LGBT+ students in school? How do LGBT+ individuals compare in regards to poverty?

02:

Being LGBT+ In America

What challenges are LGBT+ students facing outside of school?

03:

Are We Failing LGBT+ Students?

What is the current situation for LGBT+ students in school?

04:

How Can We Help?

How can educators create a better environment and encourage success for LGBT+ students?



01:

The Importance of Education: Disparities in Education Achievement, Income and Poverty Rates

Education & Income

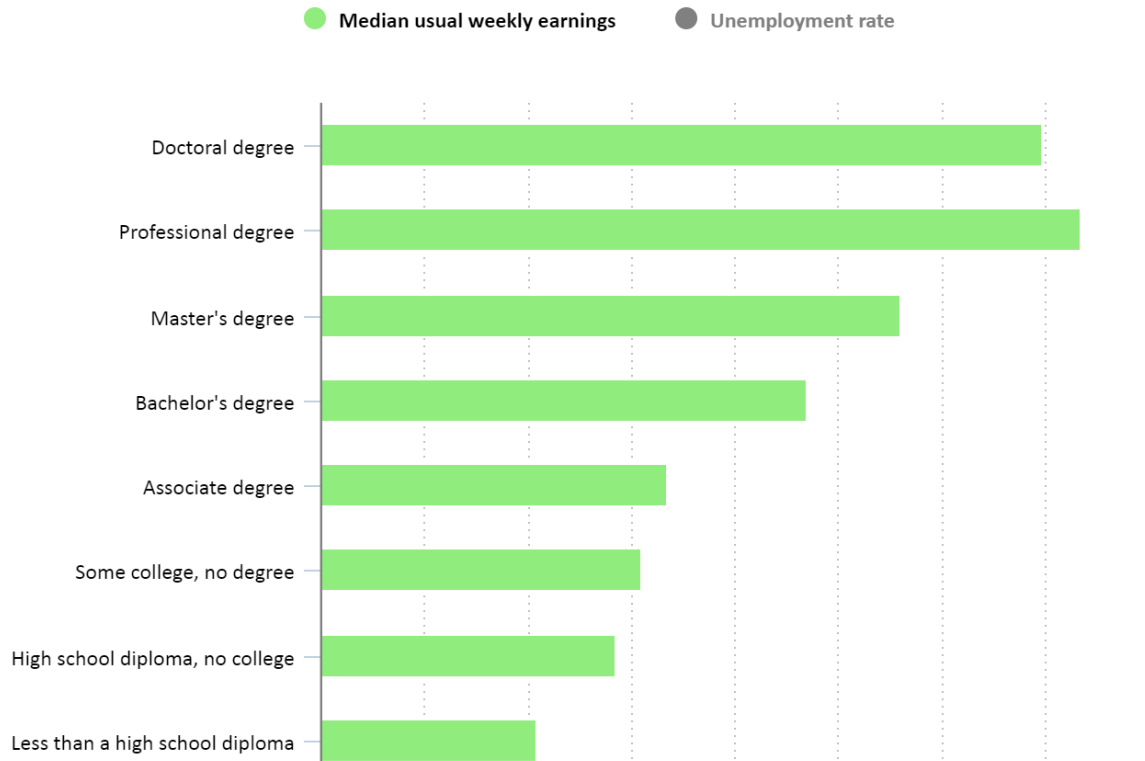
US Census Bureau: 1975-1999

- ❖ Average income by education attainment for persons 18 Years or Older indicates *significant income difference* between no high school diploma and high school diploma.
 - Significant difference between high school diploma and some college/ bachelor's degree.



Education & Income

Median weekly earnings and unemployment rate by educational attainment, 2017





Current Status of LGBT+ Students

- ❖ Sansone (2019) sampled of 15,140 students between 2009 and 2016 in regards to academic history and sexual orientation/gender identity.
 - LGBT students have consistently lower achievement levels while in high school (GPA, accumulate fewer credits, etc)
 - However, they do slightly better in regards to SAT/ACT performance levels.
 - Sexual orientation and gender identity are negatively associated with high school completion.
 - Non-heterosexual students are less likely to attend college than their heterosexual peers.

LGBT+ Poverty Rates



- ❖ Bisexual women and men are significantly more likely to fall into poverty than heterosexual individuals, regardless of relationship status (Badgett, 2018).
- ❖ Single gay men are also more likely to be poor than single heterosexual men (Badgett, 2018).
- ❖ Transgender young adults are an at-risk population for poverty, unemployment and homelessness.



02:

***Being LGBTQ+ in America: A Collection of
Challenges for LGBTQ+ Youth***



Intimate Partner Violence (IPV)

- A longitudinal study conducted by Whitton, Newcomb, Messinger, Gayle and Mustanski (2019) reveal that in intimate partner violence, in regards to sexual victimization, were **3.42** times higher for transgender than for cisgender youth, **75%** higher for bisexual or questioning individuals than for gay or lesbian youth.



Intimate Partner Violence (IPV) {cont.}

- 45.2% of LGBT youth suffered from physical abuse and 16.9% suffered from sexual victimization by a dating partner during the five-year period of study (Whitton et al 2019).



Health Disparities

- *Fear of Mistreatment:* LGBT+ individuals avoid obtaining access to medical health services altogether.
 - Potentially putting themselves at risk for cancer, mental health disorders, sexually transmitted disorders, and substance abuse (Nama, MacPherson, Sampson & McMillan, 2017).



Health Disparities {cont.}

**Sexual Orientation and Health Among
U.S. Adults: National Health Interview
Survey (2013)**

- 16.5% of bisexual adults failed to obtain needed medical care in the past year due to cost, compared with the percentage of adults who identified as straight (8.8%).
- Adult women who identified as gay or lesbian (15.2%) failed to obtain needed medical care in the past year due to cost compared with those who identified as straight (9.6%).



Health Disparities {cont.}

Sexual Orientation and Health Among U.S. Adults: National Health Interview Survey (2013)

- Lesbian, gay and bisexual adults reported substantially higher rates of severe psychological distress, heavy drinking and smoking than did heterosexuals.
- Heavy drinking, psychological distress and smoking can both exacerbate current health conditions and fuel suicidal ideation.



Health Disparities {cont.}

- Studies have also shown that the average nurse or nursing student lacks general knowledge in regards to the LGBT+ community (Nama et al 2017) and medical students are oftentimes exposed to negative LGBT+ bias during their clinical training (Strong & Folse, 2015).



Lack of Interpersonal Support

*Human Rights Campaign (HRC): 2018
LGBTQ Youth Report*

- 67% of LGBT+ youth hear their families make negative comments about LGBTQ+ people
 - 78% of LGBT+ youth are not out to their family because of the negative comments they overhear from them.
- Only 25% of LGBTQ youth have families who show support for them by getting involved in the larger LGBTQ and ally community
- LGBT+ youth have trouble seeking support from their faith groups as well.



Unemployment & Homelessness

- According to The National Coalition for the Homeless, 40% of the homeless youth served by agencies identify as LGBT (“LGBT Homelessness”, 2019).
- The concealment of sexual orientation more in hostile workplaces is linked with an increased perception of discrimination and with a lower likelihood of reporting discriminatory incidents. Subsequently, perceived discrimination and concealment of sexual orientation positively relate to the probability of being unemployed (Frik, 2019)



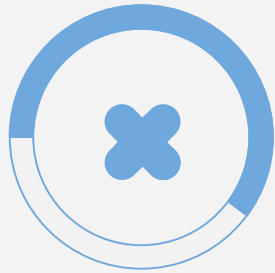
A Collection of Challenges

- Intimate partner violence, health discrepancies, lack of interpersonal support, unemployment, and homelessness intersect together and thereby leave LGBT+ students at a disadvantage for education achievement,
 - LGBT+ students lack the stability of care and comfort often taken for granted within the grand scheme of student life.



03:

Are We Failing LGBT+ Students?: Discrimination, Hostility and Lack of Resources and Support for LGBT+ Students



Hostile Environment

LGBT+ students are vulnerable to violence, mockery and harassment at school from peers or faculty.



Perceptions of Discrimination

LGBT+ students fear expression of their gender identity or sexual orientation because of perceived discrimination.



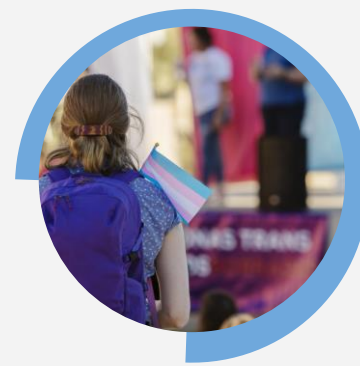
Lack of Resources and Support

LGBT+ students lack comfortable support systems in schools and resources for LGBT-specific issues



Hostile Environment:

- LGBT+ students are targets for verbal and physical abuse in school.
- 85% of LGBT students have experienced verbal harassment (“LGBT Youth Experiences, Discrimination, Harassment, and Bullying in School”, 2018)
 - 40% of LGBT students have been physically harassed at school because of their sexual orientation or gender identity.



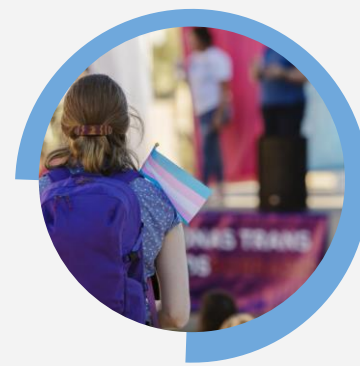
Perceptions of Discrimination:

- Perceived discrimination is the assumption of mistreatment due to associations of being LGBT+
- 58% of LGBT youth have felt unsafe at school due to their sexual orientation (“LGBT Youth Experiences, Discrimination, Harassment, and Bullying in School”, 2018).
 - 43% have felt unsafe because of their gender identity



Hostile Environment:

- 62% of LGBT+ students have experienced either bullying while on school grounds or have experienced electronic or cyber bullying (“LGBT Youth Experiences, Discrimination, Harassment, and Bullying in School”, 2018).
- Fear of violence at school is correlated with higher rates of suicidal planning and other suicide risk behaviors (Barnett, Molock, Nieves-Lugo, Zea, 2019).



Perceptions of Discrimination:

- Perceived discrimination is a likely contributor to emotional distress among LGBT youth (Almeida, Johnson, Corliss, Molnar, Azrael, 2009)
- Perceived discrimination is associated with depressive symptomatology among LGBT males and females, and accounted for an elevated risk of self-harm and suicidal ideation among LGBT males (Almeida et al 2009)

Lack of Support and Resources

- LGBT+ students lack the support systems and resources needed in order to tackle issues such as health inquiries, intimate partner violence, and familial crises.
- 3 in 5 students LGBT+ students have access to a GSA or similar support group (2018 LGBTQ Youth Report, 2019).
- 51% of Trans Youth can never use the restrooms or locker rooms that match their gender identity (2018 LGBTQ Youth Report, 2019).





04:

How Can We Help?: An Educator's Toolkit for Creating A Better Environment for LGBT+ Students



Anti-Bullying Laws and Policies



**Resources and Support Groups Dedicated
to the Needs of LGBT+ Students**



***Stop and Think: Promoting Tolerance
and Acceptance Beyond the
Classroom***



**Better Education about LGBT+
Issues**

22 States

Address harassment and/or bullying of students based on sexual orientation and gender identity via anti-bullying laws and policies

7 States

Restrict the inclusion of LGBTQ topics in schools.

2 States

Prevents school districts from specifically protecting LGBTQ students

Conclusion:

We should make better strides for universalised anti-bullying laws that apply to all LGBT+ students.

Better Resources, Education, & Support

- Staff (Nurses, Teachers, Guidance Counselors) should be trained in regards to how to assess and provide resources for LGBT+ related issues.
 - LGBT students should have a space in order to discuss LGBT+ related issues (ex: GSA)
 - Transgender students should be provided specific accommodations. (bathrooms, locker rooms, preferred names/pronouns)
 - LGBT+ student should receive better education in regards to health disparities, intimate partner violence, etc.
-



Stop and Think: The Value of Tolerance and Acceptance

- “Are my words hurtful towards the LGBT+ community?”
- “Does my language reflect harmful stereotypes about the LGBT+ community?”
- “Will my language harm the wellbeing of LGBT+ students?”
 - “Will my language perpetuate a hostile environment towards LGBT+ students?”
- **Stop and Think: How does my language affect how LGBT+ students perceive their environment?**
- Tolerance and acceptance begins with language.
 - The refusal to adhere to derogatory slurs and assumptions about the LGBT+ community creates an accepting environment for students.

A photograph of a classroom interior. In the foreground, a wooden desk is cluttered with a stack of five books of various colors (blue, yellow, white, blue, white). A blue backpack is slung over the back of a green metal chair with a wooden seat. The background shows other similar desks and chairs, a whiteboard, and a wall decorated with colorful children's drawings. Large windows let in bright natural light, creating a warm and inviting atmosphere.

Design a Classroom of Success and Acceptance

References

- Almeida, J., Johnson, R. M., Corliss, H. L., Molnar, B. E., & Azrael, D. (2009). Emotional distress among LGBT youth: The influence of perceived discrimination based on sexual orientation. *Journal of Youth and Adolescence*, 38(7), 1001-14. doi:<http://dx.doi.org/10.1007/s10964-009-9397-9>
- Barnett, A. P., Molock, S. D., Nieves-Lugo, K., & Zea, M. C. (2019). Anti-LGBT victimization, fear of violence at school, and suicide risk among adolescents. *Psychology of Sexual Orientation and Gender Diversity*, 6(1), 88–95. <https://doi.org/10.1037/sgd0000309>
- Fric, K. (2019). How does being out at work relate to discrimination and unemployment of gays and lesbians? *Journal for Labour Market Research*, 53(1), 1-19. doi:<http://dx.doi.org/10.1186/s12651-019-0264-1>
- Human Rights Campaign. (n.d.). 2018 LGBTQ Youth Report. Retrieved from https://www.hrc.org/resources/2018-lgbtq-youth-report?utm_source=GS&utm_medium=AD&utm_campaign=BPI-HRC-Grant&utm_content=276004739472&utm_term=lgbt+youth+survey&gclid=EAIaIQobChMI5_S_z7b65wIVB5-fCh2VaQEUEAAYASAAEgKkffD_BwE
- Human Rights Campaign. (2020, January 23). State Maps of Laws & Policies. Retrieved from <https://www.hrc.org/state-maps/anti-bullying>

References

- Lee Badgett, M.V. (2018). Left out? lesbian, gay, and bisexual poverty in the U.S. Population Research and Policy Review, 37(5), 667-702. doi:<http://dx.doi.org/molloy.idm.oclc.org/10.1007/s11113-018-9457-5>
- LGBT Homelessness. (2019). Retrieved from <https://nationalhomeless.org/issues/lgbt/>
- LGBT Youth Experiences Discrimination, Harassment, and Bullying in School. (2018, November 26). Retrieved from <https://williamsinstitute.law.ucla.edu/press/lgbt-youth-bullying-press-release/>
- Measuring the value of education : Career Outlook. (2018). Retrieved from <https://www.bls.gov/careeroutlook/2018/data-on-display/education-pays.htm>
- Nama, N., MacPherson, P., Sampson, M., & McMillan, H. J. (2017). Medical students' perception of lesbian, gay, bisexual, and transgender (LGBT) discrimination in their learning environment and their self-reported comfort level for caring for LGBT patients: A survey study. Medical Education Online, 22(1), 1-8. doi:<http://dx.doi.org/10.1080/10872981.2017.1368850>
- Sansone, D. (2019). LGBT students: New evidence on demographics and educational outcomes. Economics of Education Review, 73, 101933. doi: 10.1016/j.econedurev.2019.101933

References

- Strong, K. L., & Folse, V. N. (2015). Assessing undergraduate nursing students' knowledge, attitudes, and cultural competence in caring for lesbian, gay, bisexual, and transgender patients. *Journal of Nursing Education*, 54(1), 45-49. doi:<http://dx.doi.org/10.3928/01484834-20141224-07>
- US Census Bureau. (2019, August 27). Historical Income Tables: People. Retrieved from <https://www.census.gov/data/tables/time-series/demo/income-poverty/historical-income-people.html>
- Ward BW, Dahlhamer JM, Galinsky AM, Joestl SS. Sexual orientation and health among U.S. adults: National Health Interview Survey, 2013. National health statistics reports; no 77. Hyattsville, MD: National Center for Health Statistics. 2014