

Erasure and Resilience: The Experiences of LGBTQ Students of Color

Latinx LGBTQ Youth in U.S. Schools



A Report from GLSEN, the Hispanic Federation,
and UnidosUS

Erasure and Resilience: The Experiences of LGBTQ Students of Color

Latinx LGBTQ Youth in U.S. Schools

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GLSEN is the leading national education organization focused on ensuring safe schools for all students. Established in 1990, GLSEN envisions a world in which every child learns to respect and accept all people, regardless of sexual orientation or gender identity/expression. GLSEN seeks to develop school climates where difference is valued for the positive contribution it makes to creating a more vibrant and diverse community. For more information on our educator resources, research, public policy agenda, student leadership programs, or development initiatives, visit www.glsen.org.

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Preface

Twenty years ago, GLSEN began investing in applied research capacity to build the evidence base for action on LGBTQ issues in K–12 schools, and to track the impact of efforts to improve the lives and life prospects of LGBTQ students. Now conducted under the banner of the GLSEN Research Institute, each new report in this body of work seeks to provide clarity, urgency, and renewed inspiration for the education leaders, advocates, and organizational partners dedicated to the work.

Erasure and Resilience: The Experiences of LGBTQ Students of Color is a series of four reports, each publication focusing on a different group of LGBTQ students, their lives at school, and the factors that make the biggest difference for them. The reports in this series examine the school experiences of Asian American and Pacific Islander (AAPI), Black, Latinx, and Native and Indigenous LGBTQ youth. Each report was conducted and is released in partnership with organizations specifically dedicated to work with the student population in question. We are so grateful for the partnership of the National Queer Asian Pacific Islander Alliance, the National Black Justice Coalition, UnidosUS and the Hispanic Federation, and the Center for Native American Youth.

These reports arrive as the United States wrestles with two fundamental challenges to our commitment to provide a K–12 education to every child — the depth of the systemic racism undermining true educational equity in our K–12 school systems; and the rising tide of racist, anti-LGBTQ, anti-immigrant, and White Christian nationalist sentiment being expressed in the mainstream of U.S. society. The students whose lives are illuminated in these reports bear the brunt of both of these challenges. Their resilience calls on each of us to join the fight.

A handwritten signature in black ink, reading "Eliza Byard". The signature is fluid and cursive, with the first name "Eliza" and last name "Byard" clearly distinguishable.

Eliza Byard, Ph.D.
Executive Director
GLSEN

Dear Readers,

Among our bedrock values as a nation, is our guarantee for all children in the U.S. to have equal educational opportunity, regardless of race, ethnicity, religion, country of origin, immigration status, income, or gender. Fortunately, there are now laws that protect against discrimination in education on the basis of sexual orientation or disability. Unfortunately, students who already experience discrimination and harassment at school because of their intersectional identities as Hispanic/Latino/Latina/Latinx youth and lesbian, gay, bisexual, transgender, and queer (LGBTQ) identities, are facing even more challenges in an increasingly divisive era with racism and anti-immigrant sentiment on the rise.

The challenges facing these students and proposed remedies for creating a safe and supportive school climate for LGBTQ Latinx youth to succeed academically, socially, and personally are outlined in this important report, “Erasure and Resilience: The Experiences of LGBTQ Students of Color, Latinx LGBTQ Youth in U.S. Schools.” Hispanic Federation (HF), which seeks to empower and advance Latino communities, support Hispanic families, and strengthen Latino institutions through work in social and economic justice in areas such as education, is proud to partner with GLSEN and others on this important research and accompanying recommendations.

Hispanic Federation believes that a quality education is the single most important investment we can make in Latino communities. HF’s educational programs support students and their families at every stage of the academic system in partnership with our 120 Latino-serving non-profit member agencies. This new report calls attention to the layers of discrimination LGBTQ Latinx students face and the critical need to ensure school personnel and policies provide culturally competent, safe, and supportive spaces at the intersections of race, ethnicity, sexual orientation, and gender identity.

More research is needed to better understand the complexity of issues faced by our students and the supports needed to be successful. In the meantime, we invite students, faculty, academics, social workers, parents, policymakers, and the general public to review this important research and take action to create a more inclusive learning and social experience on school campuses, so that all students can succeed academically and in life.

Sincerely,

A handwritten signature in dark ink, reading "Frankie Miranda". The signature is fluid and cursive, with the first name "Frankie" written in a larger, more prominent script than the last name "Miranda".

Frankie Miranda
President
Hispanic Federation

UnidosUS (formerly National Council of La Raza) is the largest national Latino civil rights and advocacy organization in the United States. The UnidosUS Education leadership portfolio, also known as Líderes, is guided by a vision to reimagine and shape the future of Latinx youth in the United States by enhancing their visibility, voice, talents, stories and opportunities. We believe that LGBTQIA+ Latinx youth are an important part of that future, and UnidosUS is proud to partner with GLSEN in releasing a new report on their experiences, *Erasure and Resilience: The Experiences of LGBTQ Students of Color, Latinx LGBTQ Youth in U.S. Schools*.

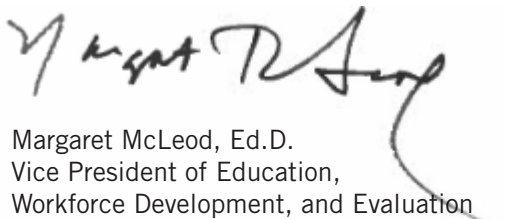
Despite recent positive social changes for lesbian, gay, bisexual, transgender, and queer people, many still experience discrimination in their lives and within their communities. For Latinx youth, anti-immigrant and xenophobic sentiment from the U.S. government can exacerbate experiences of racism. *Erasure and Resilience: The Experiences of LGBTQ Students of Color, Latinx LGBTQ Youth in U.S. Schools* examines the experiences of LGBTQIA+ youth in schools. It considers the intersections of their identities, including their race, sexual orientation, gender identity/expression, and immigration status.

The data tells a harsh story of safety concerns and identity-based harassment. It shows that students who are targeted for harassment across multiple marginalized identities suffer serious consequences — including the poorest academic outcomes and worst psychological well-being. This data is a collective call to action for educators and community members to support LGBTQIA+ Latinx youth and create safer schools.

This report is a critical tool for educators, policymakers, safe school advocates and others concerned with creating more inclusive educational spaces, particularly for Latinx LGBTQ youth. You can find data around the benefits of supportive educators and student clubs (GSAs and ethnic/cultural clubs). While this data shows that Latinx LGBTQ youth that can identify supportive educators at school are more likely to plan on completing high school, many don't have access to these educators. This lack of access means more kids drop out — one factor contributing to low high school completion rates for Latinx youth. In order to shape a future in which LGBTQIA+ Latinx youth have access to opportunities, we have a collective and individual responsibility to create safer and more inclusive schools in which they can thrive.

UnidosUS is proud to work with GLSEN to present this important research. We are confident that it will contribute to positively shaping and creating safer schools and welcoming learning environments for Latinx LGBTQIA+ youth.

¡Adelante!



Margaret McLeod, Ed.D.
Vice President of Education,
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The authors first wish to thank the students who participated in our 2017 National School Climate Survey, the data source for this report. We also wish to acknowledge the LGBTQ Students of Color Research Project Advisory Committee for their invaluable feedback throughout the process of this report. We offer particular thanks to the Latinx report subcommittee: Solimar Guzman-Rubalcaba, Drían Juárez, Samuel Ocasio-Domínguez, and David Pérez. We also thank our Research Assistant Alicia Menard-Livingston for their assistance in helping with the creation of this report. We are indebted to former GLSEN Director of Research, Emily Greytak, for her guidance and support from the study's inception. Finally, much gratitude goes to Eliza Byard, GLSEN's Executive Director, for her commitment to the GLSEN Research Institute.

Executive Summary

Introduction

Existing research has illustrated that Hispanic and Latino/Latina/Latinx youth (in this report, inclusively referred to as Latinx) as well as lesbian, gay, bisexual, transgender, and queer (LGBTQ) youth often face unique challenges at school related to their marginalized identities. In addition to anti-immigrant rhetoric that is often directed at people of Latin American descent, many Latinx youth face racial/ethnic discrimination and harassment at school from both peers and school personnel. These experiences may have a detrimental impact on students' psychological well-being and educational outcomes, including particularly low rates of high school completion. Similarly, LGBTQ youth often face unique challenges related to their sexual orientation, gender identity, and gender expression. LGBTQ youth often report experiencing victimization and discrimination, and have limited access to in-school resources that may improve school climate. Although there has been a growing body of research on the experiences of Latinx youth and LGBTQ youth in schools, very few studies have examined the intersections of these identities – the experiences of Latinx LGBTQ students. Existing findings show that schools nationwide are hostile environments for LGBTQ youth of color, where they experience victimization and discrimination based on race, sexual orientation, gender identity, or all of these identities. This report is one of a series of reports that focus on LGBTQ students of different racial/ethnic identities, including Asian American and Pacific Islander, Black, and Native and Indigenous LGBTQ youth.

In this report, we examine the experiences of Latinx LGBTQ students with regard to indicators of negative school climate and their impact on academic achievement, educational aspirations, and psychological well-being:

- Feeling unsafe in school because of personal characteristics, such as sexual orientation, gender expression and race/ethnicity, and missing school because of safety reasons;
- Hearing biased remarks, including homophobic and racist remarks, in school;
- Experiencing victimization in school; and
- Experiencing school disciplinary practices at school.

In addition, we examine whether Latinx LGBTQ students report experiences of victimization to school officials or their families, and how these adults address the problem.

We also examine the degree to which Latinx LGBTQ students have access to supportive resources in school, and explore the possible benefits of these resources:

- GSAs (Gay-Straight Alliances or Gender and Sexuality Alliances) or similar clubs;
- Ethnic/cultural clubs;
- Supportive school staff; and
- Curricular resources that are inclusive of LGBTQ-related topics.

Methods

Data for this report came from GLSEN's *2017 National School Climate Survey (NSCS)*. The full sample for the *2017 NSCS* was 23,001 LGBTQ middle and high school students between 13 and 21 years old. In the *NSCS*, when asked about their race and ethnicity, participants had the option to choose "Hispanic or Latino/a" among other racial/ethnic categories. The sample for this report consists of any LGBTQ student in the national sample who identified as Latinx, including those who identified only as Latinx and those who identified as Latinx and another racial/ethnic identity.

The final sample for this report was a total of 3,352 Latinx LGBTQ students. Students were from all 50 states and the District of Columbia as well as Puerto Rico, Guam, and the U.S. Virgin Islands. Just under half (45.6%) identified as gay or lesbian, over half (56.8%) were cisgender, and 49.6% identified with one or more racial/ethnic identities in addition to Latinx. The majority of students attended high school and public schools.

Key Findings

Safety and Victimization at School

School Safety

- Over half of Latinx LGBTQ students (54.9%) felt unsafe at school because of their sexual orientation, 44.2% because of their gender expression, and 22.3% because of their race or ethnicity.
- Latinx LGBTQ students born outside the U.S. were more likely to feel unsafe about their race/ethnicity than those born in the U.S. (29.1% vs. 21.8%).
- Over a third of Latinx LGBTQ students (35.0%) reported missing at least one day of school in the last month because they felt unsafe or uncomfortable, and over one-tenth (10.8%) missed four or more days in the past month.

Biased Remarks at School

- 98.5% of Latinx LGBTQ students heard “gay” used in a negative way; over two-thirds (70.3%) heard this type of language often or frequently.
- 94.7% of Latinx LGBTQ students heard other homophobic remarks; over half (59.3%) heard this type of language often or frequently.
- The vast majority of Latinx LGBTQ students heard negative remarks about gender expression.
 - 91.1% heard remarks about not acting “masculine” enough; just over half (54.4%) heard these remarks often or frequently.
 - 86.2% heard remarks about not acting “feminine” enough; two-fifths (40.2%) heard these remarks often or frequently.
- 83.7% of Latinx LGBTQ students heard negative remarks about transgender people; two-fifths (40.5%) heard these remarks often or frequently.
- 90.6% of Latinx LGBTQ students heard racist remarks; just over half (56.9%) heard these remarks often or frequently.

Harassment and Assault at School

- Many students experienced harassment or assault at school based on personal characteristics, including sexual orientation (69.2%), gender expression (60.2%), and race/ethnicity (49.5%).
- Compared to those who experienced lower than average levels of victimization, Latinx LGBTQ students who experienced higher levels of victimization based on sexual orientation at school:
 - were more than twice as likely to skip school because they felt unsafe (61.0% vs. 24.6%);
 - were less likely to plan to obtain a four-year degree (78.4% vs. 85.7%); and

- experienced lower levels of school belonging and greater levels of depression.
- Compared to those who experienced lower than average levels of victimization, Latinx LGBTQ students who experienced higher levels of victimization based on race/ethnicity at school:
 - were more than twice as likely to skip school because they felt unsafe (47.6% vs. 22.6%); and
 - experienced lower levels of school belonging and greater levels of depression.
- Transgender and gender nonconforming (trans/GNC) Latinx students experienced greater levels of victimization based on sexual orientation, gender expression, and race/ethnicity than cisgender LGBTQ Latinx students.
- Latinx LGBTQ students who identified with multiple racial/ethnic identities experienced somewhat greater levels of victimization based on race/ethnicity, sexual orientation, and gender expression than LGBTQ students who only identified as Latinx.
- Latinx LGBTQ students who did not learn English as a first language experienced greater levels of victimization based on race/ethnicity than those who did learn English as a first language.
- Around two-fifths of Latinx LGBTQ students (41.6%) experienced harassment or assault at school due to both their sexual orientation and their race/ethnicity. Compared to those who experienced one form of victimization or neither, Latinx LGBTQ students who experienced both forms of victimization:
 - experienced the lowest levels of school belonging;
 - had the greatest levels of depression; and
 - were the most likely to skip school because they felt unsafe.

Reporting School-based Harassment and Assault, and Intervention

- A majority of Latinx LGBTQ students (57.7%) who experienced harassment or assault in the past year never reported victimization to staff, most commonly because they did not think that staff would do anything about it (63.5%).
- Only a third (34.9%) reported that staff responded effectively when students reported victimization.
- Less than half of Latinx LGBTQ students (41.0%) had told a family member about the victimization they faced at school.
- Among Latinx LGBTQ students who reported victimization experiences to a family member, just over half (56.3%) indicated that a family member talked to their teacher, principal or other school staff.

School Practices

Experiences with School Discipline

- Nearly two-fifths of Latinx LGBTQ students (39.5%) experienced some form of school discipline, such as detention, out-of-school suspension, or expulsion.
- Latinx LGBTQ students with multiple racial/ethnic identities experienced greater levels of discipline than those who identified only as Latinx.
- Negative school experiences were related to experiences of school discipline for Latinx LGBTQ students. Those who experienced school discipline:

- experienced higher rates of victimization based on sexual orientation, gender expression, and race/ethnicity;
- were more likely to skip school because they felt unsafe; and
- were more likely to experience anti-LGBTQ discriminatory school policies or practices.
- Experiences with school discipline may also negatively impact educational outcomes for Latinx LGBTQ students. Those who experienced school discipline:
 - were less likely to plan on pursuing post-secondary education; and
 - had lower grade point averages (GPAs).

School-Based Supports and Resources for Latinx LGBTQ Students

GSA

Availability and Participation

- Just over half of Latinx LGBTQ students (52.7%) reported having a GSA at their school.
- Latinx LGBTQ students who attended majority-White schools were more likely to have a GSA than those in majority-Latinx schools.
- Latinx LGBTQ students who attended rural schools and/or schools in the South were less likely to have access to a GSA.
- The majority of those with a GSA participated in the club (62.4%), and one-fifth (22.3%) participated as an officer or a leader.

Utility

- Compared to those without a GSA, Latinx LGBTQ students with a GSA:
 - were less likely to miss school due to safety concerns (29.6% vs. 41.0%);
 - were less likely to feel unsafe because of their sexual orientation (48.0% vs. 62.7%); and
 - felt greater belonging to their school community.
- Latinx LGBTQ students who participated in their GSA felt more comfortable bringing up LGBTQ issues in class and were more likely to participate in several forms of activism.

Ethnic/Cultural Clubs

Availability and Participation

- Nearly three-quarters of Latinx LGBTQ students (73.8%) reported that their school had an ethnic or cultural club.
- One in ten Latinx LGBTQ students (10.7%) with an ethnic/cultural club at school attended meetings, and 1.5% participated as an officer or leader.
- Latinx LGBTQ students with an ethnic/cultural club at school were more likely to participate if they attended a majority-White school (12.7% vs. 8.8% of those at majority-Latinx schools) or if they were born outside the U.S. (17.1% vs. 10.2% of those born in the U.S.).

Utility

- Latinx LGBTQ students who had an ethnic/cultural club at their school:
 - felt greater belonging to their school community; and
 - were somewhat less likely to feel unsafe due to their race/ethnicity.
- Among Latinx LGBTQ students with an ethnic/cultural club, those who participated had a greater sense of school belonging and were more likely to engage in activism.

Supportive School Personnel

Availability

- The vast majority of Latinx LGBTQ students (97.3%) could identify at least one supportive staff member at school, but only 40.4% could identify many supportive staff (11 or more).
- Only two-fifths of Latinx LGBTQ students (40.9%) reported having somewhat or very supportive school administration.

Utility

- Latinx LGBTQ students who had more staff who were supportive of LGBTQ students:
 - were less likely to miss school due to safety concerns;
 - were less likely to feel unsafe because of their sexual orientation, gender expression, and race/ethnicity;
 - had higher levels of self-esteem and lower levels of depression;
 - had greater feelings of connectedness to their school community;
 - had slightly higher GPAs; and
 - had greater educational aspirations.

Inclusive Curriculum

We also examined the inclusion of LGBTQ topics in school curriculum. We found that less than a quarter of Latinx LGBTQ students (22.5%) were taught positive representations of LGBTQ people, history, or events. Further, we found that Latinx LGBTQ students who had some positive LGBTQ inclusion in the curriculum at school were:

- less likely to feel unsafe because of their sexual orientation (38.7% vs. 59.7%) and gender expression (35.5% vs. 46.9%); and
- felt more connected to their school community (73.8% vs. 45.1%).

We were unable to examine other important forms of curricular inclusion, such as positive representations of people of color and their histories and communities. Nevertheless, we did find that Latinx LGBTQ students with an LGBTQ-inclusive curriculum were less likely to feel unsafe at school because of their race or ethnicity (15.5% vs. 24.3%).

Conclusions and Recommendations

It is clear that addressing the concerns of Latinx LGBTQ students requires an intersectional approach that takes into account all the aspects of their experiences of oppression to combat racism, homophobia, and transphobia, as well as xenophobia and anti-immigrant sentiment. Results from this report show that Latinx LGBTQ students have unique school experiences, at the intersection of their various identities, including actual or perceived immigrant status, race, gender, and sexual orientation. The findings also demonstrate the ways that school supports and resources, such as GSAs, ethnic/cultural clubs, and supportive school personnel can positively affect Latinx LGBTQ students' school experiences. Based on these findings, we recommend for school leaders, education policymakers, and other individuals who want to provide safe learning environments for Latinx LGBTQ students to:

- Support student clubs, such as GSAs and ethnic/cultural clubs. Organizations that work with GSAs and ethnic/cultural clubs should come together to address Latinx LGBTQ students' needs related to their multiple marginalized identities, including sexual orientation, gender, race/ethnicity, and immigration status.
- Provide professional development for school staff that addresses the intersections of identities and experiences of Latinx LGBTQ students.
- Increase student access to curricular resources that include diverse and positive representations of both Latinx and LGBTQ people, history, and events.
- Establish school policies and guidelines for how staff should respond to anti-LGBTQ and racist behavior, and develop clear and confidential pathways for students to report victimization that they experience. Local, state, and federal education agencies should also hold schools accountable for establishing and implementing these practices and procedures.
- Work to address the inequities in funding at the local, state, and national level to increase access to institutional supports and education in general, and to provide more professional development for educators and school counselors.

Taken together, such measures can move us toward a future in which all Latinx LGBTQ youth have the opportunity to learn and succeed in supportive school environments that are free from bias, harassment, and discrimination.

Resumen Ejecutivo

Introducción

La investigación existente ilustra que la juventud hispanica y latina/latinx (a la que este informe se refiere de forma inclusiva como latinx), al igual que la juventud lesbiana, gay, bisexual, transgénero y queer (LGBTQ), a menudo enfrenta retos singulares en la escuela, relacionados con sus identidades marginalizadas. Además de la retórica antiinmigración, que a menudo se dirige contra personas de ascendencia latinoamericana, muchos/as jóvenes latinx enfrentan discriminación y acoso racial/étnico en la escuela, tanto por parte de sus iguales como del personal escolar. Estas experiencias pueden tener un impacto perjudicial en el bienestar psicológico de los/las estudiantes, además de en sus logros educativos, incluyendo tasas especialmente bajas de culminación de la escuela secundaria. De manera parecida, la juventud LGBTQ enfrenta retos singulares relacionados con su orientación sexual, identidad de género y expresión de género: a menudo reporta victimización y discriminación, y tiene un acceso limitado a recursos dentro de la escuela que podrían mejorar el clima escolar. Aunque el corpus de investigación sobre las experiencias de las juventudes latinx y LGBTQ en las escuelas ha crecido, muy pocos estudios han examinado las intersecciones de estas identidades: las experiencias de estudiantes latinx LGBTQ. Los resultados existentes muestran que en todo el país las escuelas son ambientes hostiles para la juventud LGBTQ de color, en los que experimenta victimización y discriminación basada en raza, orientación sexual, identidad de género, o en todas estas identidades. Este informe es parte de una serie que se enfoca en los/las estudiantes LGBTQ de distintas identidades raciales/étnicas, incluyendo la asiática-americana y de isleños del pacífico, de color, y de nativos americanos.

En este informe, examinamos las experiencias de los/las estudiantes latinx LGBTQ con respecto a los indicadores de un ambiente escolar negativo y su impacto en los logros académicos, las aspiraciones educativas, y el bienestar psicológico:

- No sentirse seguro/a en la escuela por causa de características personales como la orientación sexual, la expresión de género y la raza/identidad étnica, y faltar a la escuela por razones de seguridad.
- Oír comentarios prejuiciosos en la escuela, incluyendo comentarios homofóbicos y racistas.
- Sufrir victimización en la escuela.
- Ser objeto de prácticas disciplinarias escolares.

Además, examinamos si los/las estudiantes latinx LGBTQ denuncian las experiencias de victimización a los/as funcionarios/as escolares o a sus propias familias, y la forma en que estos adultos abordan el problema.

También examinamos el grado en el que los/las estudiantes latinx LGBTQ tienen acceso a recursos de apoyo en la escuela, y exploramos sus posibles beneficios:

- Alianzas Gay-Hetero o Alianzas de Género y Sexualidad (GSA, por sus siglas en inglés) o clubes similares.
- Clubes étnicos/culturales.
- Personal escolar que brinda apoyo.
- Recursos curriculares que incluyen temas relacionados con LGBTQ.

Metodología

Los datos para este informe provienen de la encuesta nacional sobre clima escolar para el año 2017 — publicada en inglés como *2017 National School Climate Survey (NSCS)*— de GLSEN. La muestra total para el *NSCS 2017* fue de 23 001 estudiantes LGBTQ de escuela secundaria entre los 13 y los 21 años. En la NSCS, a la pregunta sobre su raza e identidad étnica los/as participantes podían responder «Hispanico/a o Latino/a» entre otras categorías raciales/étnicas. La muestra para el presente informe está conformada por todos/as los/as estudiantes LGBTQ de la muestra nacional que se identificaron como latinx, incluyendo a quienes solo se identificaron como latinx y a quienes se identificaron como latinx además de con otra identidad racial/étnica.

Así, la muestra final para este informe fue de 3 352 estudiantes latinxs LGBTQ. Los/as estudiantes eran de todos los 50 estados y del Distrito de Columbia, así como de Puerto Rico, Guam, y las Islas Vírgenes de los Estados Unidos. Poco menos de la mitad (45.6%) se identificó como gay o lesbiana, más de la mitad (56.8%) como cisgénero, y el 49.6% se identificó con una o más identidades raciales/étnicas además de como latinx.

Resultados clave

Seguridad y victimización en la escuela

Seguridad escolar

- Más de la mitad de los/as estudiantes latinxs LGBTQ (54.9%) no se sintió seguro en la escuela por causa de su orientación sexual, 44.2% por su expresión de género, y 22.3% por su raza e identidad étnica.
- Los/as estudiantes latinxs LGBTQ nacidos/as fuera de los Estados Unidos tuvieron mayor probabilidad de no sentirse seguros/as por causa de su raza/identidad étnica que los/as nacidos/as en los Estados Unidos (29.1% vs. 21.8%).
- Más de una tercera parte de los/as estudiantes latinxs LGBTQ (35.0%) respondió que se ausentó de la escuela al menos un día durante el mes pasado porque no se sentía seguro/a o cómodo/a, y más de una décima parte (10.8%) se ausentó cuatro o más días en ese mismo mes.

Comentarios prejuiciosos en la escuela

- El 98.5% de los/as estudiantes latinxs LGBTQ oyó un uso negativo de la palabra «gay»; más de dos terceras partes (70.3%) oyeron este tipo de lenguaje a menudo o con frecuencia.
- El 94.7% de los/as estudiantes latinxs LGBTQ oyó otros comentarios homofóbicos; más de la mitad (59.3%) oyó este tipo de lenguaje a menudo o con frecuencia.
- La gran mayoría de estudiantes latinxs LGBTQ oyó comentarios negativos sobre la expresión de género:
 - El 91.1% oyó comentarios sobre no comportarse de manera suficientemente «masculina»; poco más de la mitad (54.4%) oyó estos comentarios a menudo o con frecuencia.
 - El 86.2% oyó comentarios sobre no comportarse de manera suficientemente «femenina»; dos quintas partes (40.2%) oyeron estos comentarios a menudo o con frecuencia.
- El 83.7% de los/as estudiantes latinxs LGBTQ oyó comentarios negativos sobre las personas transgénero; dos quintas partes (40.5%) oyeron estos comentarios a menudo o con frecuencia.

- El 90.6% de los/as estudiantes latinxs LGBTQ oyó comentarios racistas; poco más de la mitad (56.9%) oyó estos comentarios a menudo o con frecuencia.

Victimización en la escuela

- Muchos/as estudiantes sufren acoso o ataques en la escuela por causa de características personales, incluyendo la orientación sexual (69.2%), la expresión de género (60.2%), y la raza/identidad étnica (49.5%).
- Comparados/as con quienes sufrieron niveles de victimización más bajos que el promedio, los/as estudiantes latinxs LGBTQ que en la escuela sufrieron niveles más altos de victimización basada en la orientación sexual:
 - Tuvieron más del doble de probabilidad de ausentarse de la escuela por no sentirse seguros/as (61.0% vs. 24.6%).
 - Tuvieron menos probabilidad de pensar en obtener un título de cuatro años (78.4% vs. 85.7%).
 - Experimentaron niveles más bajos de pertenencia escolar y niveles más altos de depresión.
- Comparados/as con quienes sufrieron niveles más bajos de victimización que el promedio, los/as estudiantes latinxs LGBTQ que sufrieron en la escuela niveles más altos de victimización por causa de la raza/identidad étnica:
 - Tuvieron más del doble de probabilidad de ausentarse de la escuela por no sentirse seguros/as (47.6% vs. 22.6%).
 - Experimentaron niveles más bajos de pertenencia escolar y niveles más altos de depresión.
- Los/as estudiantes latinxs transgénero y de género no-conformista (GNC) sufrieron niveles más altos de victimización basada en orientación sexual, expresión de género, y raza/identidad étnica que los/as estudiantes latinxs LGBQ cisgénero.
- Los/as estudiantes latinxs LGBTQ que se identificaron con múltiples identidades raciales/étnicas sufrieron niveles un tanto más altos de victimización basada en raza/identidad étnica, orientación sexual, y expresión de género que los/as estudiantes LGBTQ que solo se identificaron como latinxs.
- Los/as estudiantes latinxs LGBTQ que no aprendieron inglés como primera lengua sufrieron niveles más altos de victimización basada en raza/identidad étnica que quienes aprendieron inglés como primera lengua.
- Cerca de dos quintas partes de los/as estudiantes latinxs LGBTQ (41.6%) sufrieron acoso o ataques en la escuela por causa tanto de su orientación sexual como de su raza/identidad étnica. Comparados/as con quienes sufrieron una forma de victimización o ninguna, los/as estudiantes latinxs LGBTQ que sufrieron ambas formas de victimización:
 - Experimentaron los niveles más bajos de pertenencia escolar.
 - Tuvieron los niveles más altos de depresión.
 - Tuvieron la más alta probabilidad de ausentarse de la escuela por no sentirse seguros/as.

La denuncia del acoso y los ataques en la escuela, e intervención escolar y familiar

- La mayoría de los/las estudiantes latinxs LGBTQ (57.7%) que sufrió acoso o ataques durante el pasado año nunca denunció la victimización al personal escolar, muy comúnmente porque no creyó que el personal haría algo al respecto (63.5%).
- Solo una tercera parte (34.9%) respondió que el personal escolar reaccionó con eficacia una vez los/las estudiantes denunciaron la victimización.
- Menos de la mitad de los/las estudiantes latinxs LGBTQ (41.0%) había contado a un familiar sobre la victimización que enfrentaba en la escuela.
- Entre los/las estudiantes latinxs LGBTQ que denunciaron casos de victimización a un familiar, solo poco más de la mitad (56.3%) señaló que un familiar habló con su profesor/a, director/a u otro miembro/a del personal escolar.

Prácticas escolares

Experiencias con la disciplina escolar

- Casi las dos quintas partes de los/las estudiantes latinxs LGBTQ (39.5%) fueron objeto de alguna forma de disciplina escolar, como el castigo (*detention*, en los Estados Unidos), la suspensión o la expulsión de la escuela.
- Los/las estudiantes latinxs LGBTQ con varias identidades raciales/étnicas fueron objeto de niveles más altos de disciplina que quienes solo se identificaron como latinxs.
- Para los/las estudiantes latinxs LGBTQ, las experiencias escolares negativas estuvieron relacionadas con la disciplina escolar. Quienes fueron objeto de la disciplina escolar:
 - Sufrieron niveles más altos de victimización por causa de orientación sexual, expresión de género, y raza/identidad étnica.
 - Tuvieron mayor probabilidad de ausentarse de la escuela por no sentirse seguros/as.
 - Tuvieron mayor probabilidad de sufrir políticas o prácticas escolares discriminatorias anti-LGBTQ.
- Las experiencias con la disciplina escolar también pueden impactar negativamente los logros educativos de los/las estudiantes latinxs LGBTQ. Quienes fueron objeto de la disciplina escolar:
 - Tuvieron menos probabilidad de pensar en proseguir con la educación superior.
 - Tuvieron notas medias (GPA, por sus siglas en inglés) más bajas.

Apoyos y recursos basados en la escuela para los/las estudiantes latinxs LGBTQ

Alianzas Gay-Hetero o de Género y Sexualidad (GSA, por sus siglas en inglés)

Disponibilidad y participación

- Poco más de la mitad de los/las estudiantes latinxs LGBTQ (52.7%) respondió contar en su escuela con una GSA.

- Los/las estudiantes latinxs LGBTQ que asistieron a escuelas de mayoría blanca tuvieron mayor probabilidad de contar con una GSA que aquellos/as en escuelas de mayoría latinx.
- Los/las estudiantes latinxs LGBTQ que asistieron a escuelas rurales y/o escuelas en los estados del sur tuvieron menor probabilidad de contar con una GSA.
- La mayoría de quienes contaban con una GSA participó en ella (62.4%), y una quinta parte (22.3%) lo hizo como directivo/a o líder.

Beneficios

- Comparados/as con quienes no cuentan con una GSA, los/las estudiantes latinxs LGBTQ que sí lo hacen:
 - Tuvieron menos probabilidad de ausentarse de la escuela por razones de seguridad (29.6% vs. 41.0%).
 - Tuvieron menos probabilidad de no sentirse seguros/as por causa de su orientación sexual (48.0% vs. 62.7%).
 - Sintieron mayor pertenencia a su comunidad escolar.
- Los/las estudiantes latinxs LGBTQ que participaron en su GSA se sintieron más cómodos/as al sacar temas LGBTQ en clase y tuvieron mayor probabilidad de participar en varias formas de activismo.

Clubes étnicos/culturales

Disponibilidad y participación

- Casi tres cuartas partes de los/las estudiantes latinxs LGBTQ (73.8%) respondieron que su escuela contaba con un club étnico o cultural.
- Uno de cada diez estudiantes latinxs LGBTQ (10.7%) con un club étnico/cultural en su escuela asistió a sus encuentros, y el 1.5% participó como directivo/a o líder.
- Los/las estudiantes latinxs LGBTQ con un club étnico/cultural en su escuela tuvieron mayor probabilidad de participar si asistieron a una escuela de mayoría blanca (12.7% vs. 8.8% para escuelas de mayoría latinx) o si nacieron fuera de los Estados Unidos (17.1% vs. 10.2% para nacidos/as en los Estados Unidos).

Beneficios

- Los/las estudiantes latinxs LGBTQ que contaban en su escuela con un club étnico/cultural:
 - Sintieron mayor pertenencia a su comunidad escolar.
 - Tuvieron una probabilidad algo más baja de no sentirse seguros por causa de su raza/identidad étnica.
- Entre los/las estudiantes latinxs LGBTQ que contaban con un club étnico/cultural, quienes participaron en él tuvieron una mayor sensación de pertenencia escolar y mayor probabilidad de involucrarse en activismo.

Personal escolar que brinda apoyo

Disponibilidad

- La gran mayoría de los/las estudiantes latinxs LGBT (97.3%) pudo identificar al menos algún miembro del personal escolar que brindara apoyo, pero solo el 40.4% pudo identificar muchos (11 o más).
- Solo dos quintas partes de los/las estudiantes latinxs LGBT (40.9%) respondieron que contaban con una administración escolar que brindara algo de apoyo o mucho apoyo.

Beneficios

- Los/las estudiantes latinxs LGBT que contaban con más personal que brindara apoyo a los/las estudiantes LGBTQ:
 - Tuvieron menos probabilidad de ausentarse de la escuela por razones de seguridad.
 - Tuvieron menos probabilidad de no sentirse seguros/as por causa de su orientación sexual, expresión de género, y raza/identidad étnica.
 - Tuvieron niveles más altos de autoestima y niveles más bajos de depresión.
 - Tuvieron sentimientos más fuertes de conexión con su comunidad escolar.
 - Tuvieron GPA un poco más altos.
 - Tuvieron aspiraciones educativas más altas.

Currículo inclusivo

También examinamos la inclusión de temas LGBTQ en el currículo escolar. Encontramos que a menos de una cuarta parte de los/las estudiantes latinxs LGBTQ (22.5%) se le enseñaron conceptualizaciones positivas de personas, historia o eventos LGBTQ. Más aún, encontramos que los/las estudiantes latinxs LGBTQ que tuvieron alguna inclusión positiva de temas LGBTQ en el currículo escolar:

- Tuvieron menos probabilidad de no sentirse seguros por causa de su orientación sexual (38.7% vs. 59.7%) y expresión de género (35.5% vs. 46.9%).
- Se sintieron más conectados/as con su comunidad escolar (73.8% vs. 45.1%).

No pudimos examinar otras formas importantes de inclusión curricular, como las conceptualizaciones positivas de personas de color, de sus historias y comunidades. No obstante, sí que encontramos que los/las estudiantes latinxs LGBTQ con un currículo inclusivo de temas LGBTQ tuvieron menos probabilidad de no sentirse seguros/as en la escuela por causa de su raza o identidad étnica (15.5% vs. 24.3%).

Conclusiones y recomendaciones

Para combatir el racismo, la homofobia y la transfobia, así como la xenofobia y el sentimiento antiinmigrante es claro que abordar las inquietudes de los/las estudiantes latinxs LGBT exige una aproximación interseccional que tome en cuenta todos los aspectos de sus experiencias de opresión. Los resultados de este informe muestran que los/las estudiantes latinxs LGBTQ tienen experiencias escolares únicas que se dan en la intersección de sus varias identidades, ya sean reales o percibidas, incluyendo el estatus de inmigrante, la raza, el género y la orientación sexual. Los resultados también muestran que

las maneras en que las escuelas brindan apoyo y recursos, como las GSA, los clubes étnicos/culturales, y el personal escolar que brinda apoyo, pueden afectar positivamente las experiencias escolares de los/las estudiantes latinxs LGBTQ. Basados en estos resultados, recomendamos a los líderes y lideresas escolares, a quienes elaboran políticas educativas, y a otros/as individuos/as que quieran ofrecer ambientes seguros de aprendizaje para los/las estudiantes latinxs LGBTQ:

- Apoyar los clubes estudiantiles, como las GSA y los clubes étnicos/culturales. Las organizaciones que trabajan con GSA y clubes étnicos/culturales han de aunar esfuerzos para abordar las necesidades de los/las estudiantes latinxs LGBTQ relativas a sus varias identidades marginalizadas, incluyendo la orientación sexual, el género, la raza/identidad étnica, y el estatus migratorio.
- Ofrecer al personal escolar un desarrollo profesional que aborde las interseccionalidades de las identidades y experiencias de los/las estudiantes latinxs LGBTQ.
- Aumentar el acceso de los/las estudiantes a recursos curriculares que incluyan conceptualizaciones diversas y positivas de personas, historia y eventos tanto latinxs como LGBTQ.
- Establecer políticas y lineamientos escolares sobre la forma en que ha de responder el personal escolar ante el comportamiento anti-LGBTQ y racista, y desarrollar vías claras y confidenciales para que los/las estudiantes denuncien la victimización que sufren. Las agencias educativas locales, estatales y federales también han de responsabilizar a las escuelas por establecer e implementar estos procedimientos y prácticas.
- Trabajar para abordar las inequidades en el financiamiento a nivel local, estatal, y nacional para aumentar el acceso al apoyo institucional y a la educación en general, y proveer más desarrollo profesional para los/las educadores/as y los/las consejeros/as escolares.

Tomadas en conjunto, estas medidas pueden hacernos avanzar hacia un futuro en el que toda la juventud latinx LGBTQ tenga la oportunidad de aprender y triunfar en ambientes escolares que les brinden apoyo y que estén libres de prejuicios, acoso y discriminación.

Sumário Executivo

Introdução

Pesquisas existentes ilustraram que jovens Hispânicos e Latinos (neste relatório, também chamados de Latinxs), assim como jovens lésbicas, gays, bissexuais, transgêneros e queer (LGBTQ) enfrentam desafios únicos na escola relacionados às suas identidades marginalizadas. Além da retórica anti-imigrante, muitas vezes dirigida a pessoas de ascendência latino-americana, muitos jovens Latinxs enfrentam discriminação racial/étnica e assédio na escola por parte de colegas e funcionários da instituição. Essas experiências podem ter um impacto negativo no bem-estar psicológico e nos resultados educacionais dos/as alunos/as, incluindo taxas particularmente baixas de conclusão do ensino médio. Da mesma forma, jovens LGBTQ frequentemente enfrentam desafios únicos relacionados a sua orientação sexual, identidade e expressão de gênero. Jovens LGBTQ muitas vezes relatam sofrer vitimização e discriminação e têm acesso limitado aos recursos da escola que podem melhorar o clima escolar. Embora tenha havido um corpo crescente de pesquisas sobre as experiências de jovens Latinxs e LGBTQ nas escolas, muito poucos estudos examinaram as interseções dessas identidades - as experiências de alunos/as Latinxs LGBTQ. Os resultados existentes mostram que as escolas em todo o país são ambientes hostis para jovens de cor LGBTQ, onde sofrem vitimização e discriminação com base em raça, orientação sexual, identidade de gênero ou todas essas identidades. Este relatório integra uma série de relatórios focados em estudantes LGBTQ de diferentes identidades raciais / étnicas, incluindo jovens asiáticos/as americanos/as e das ilhas do Pacífico, negros/as e nativos/as americanos/as LGBTQ.

Neste relatório, examinamos as experiências de alunos/as Latinxs LGBTQ em relação a indicadores de clima escolar negativo e seu impacto no desempenho acadêmico, aspirações educacionais e bem-estar psicológico:

- Sentir-se inseguro/a na escola por causa de características pessoais, como orientação sexual, expressão de gênero e raça / etnia, e faltar à escola por motivos de segurança;
- Ouvir comentários tendenciosos, incluindo comentários homofóbicos e racistas, na escola;
- Vivenciar vitimização na escola; e
- Experimentar práticas disciplinares na escola.

Além disso, examinamos se alunos/as Latinxs LGBTQ relatam experiências de vitimização a funcionários da escola ou suas famílias e como esses adultos lidam com o problema.

Também examinamos o grau em que alunos/as Latinxs LGBTQ têm acesso a recursos de apoio na escola e exploramos os possíveis benefícios desses recursos:

- GSA (Alianças Homo/Hetereossexuais ou Alianças de Gênero e Sexualidade) ou clubes similares;
- Clubes étnicos/culturais;
- Funcionários solidários da escola; e
- Recursos curriculares que incluem tópicos relacionados à temática LGBTQ.

Métodos

Os dados deste relatório vieram da *Pesquisa Nacional de Clima Escolar (PNCE)* da GLSEN de 2017. A amostra completa para a PNCE de 2017 foi de 23.001 alunos/as LGBTQ do ensino fundamental e médio entre 13 e 21 anos. Na PNCE, quando perguntados sobre sua raça e etnia, os/as participantes tiveram a opção de escolher “Hispânico/a ou Latino/a” entre outras categorias raciais/étnicas. A amostra deste

relatório consiste em qualquer estudante LGBTQ da amostra nacional que se identificou como Latinx, incluindo aqueles/as que se identificaram apenas como Latinx e aqueles que se identificaram como Latinx e outra identidade racial/étnica.

A amostra final deste relatório foi de um total de 3.352 alunos/as Latinxs LGBTQ. Os/as estudantes eram de todos os 50 estados e do Distrito de Columbia, além de Porto Rico, Guam e Ilhas Virgens dos EUA. Pouco menos da metade (45,6%) identificou-se como gay ou lésbica, mais da metade (56,8%) era cisgênero e 49,6% identificou-se com uma ou mais identidades raciais/étnicas, além de Latinx. A maioria dos estudantes frequentou escolas secundárias e públicas.

Principais Achados

Segurança e Vitimização na Escola

Segurança Escolar

- Mais da metade dos/as estudantes Latinxs LGBTQ (54,9%) se sentiram inseguros/as na escola por causa de sua orientação sexual, 44,2% por causa de sua expressão de gênero e 22,3% por causa de sua raça ou etnia.
- Estudantes Latinxs LGBTQ nascidos fora dos EUA tinham maior probabilidade de se sentir inseguros/as sobre sua raça/etnia do que aqueles/as nascidos/as nos EUA (29,1% vs. 21,8%).
- Mais de um terço dos/as estudantes Latinxs LGBTQ (35,0%) relataram faltar ao menos um dia de aula no último mês porque se sentiram inseguros/as ou desconfortáveis, e mais de um décimo (10,8%) perdeu quatro ou mais dias no mês passado.

Comentários preconceituosos na escola

- 98,5% dos/as alunos/as Latinxs LGBTQ ouviram falar a palavra “gay” de maneira negativa; mais de dois terços (70,3%) ouviram esse tipo de linguagem com frequência.
- 94,7% dos/as estudantes Latinxs LGBTQ ouviram outras observações homofóbicas; mais da metade (59,3%) ouvia esse tipo de linguagem com frequência.
- A grande maioria dos/as estudantes Latinxs LGBTQ ouviu comentários negativos sobre a expressão de gênero.
 - 91,1% ouviram comentários sobre não agirem de maneira suficientemente “masculina”; pouco mais da metade (54,4%) ouviu essas observações com frequência.
 - 86,2% ouviram comentários sobre não agirem de maneira suficientemente “feminina”; dois quintos (40,2%) ouviram essas observações com frequência.
 - 83,7% dos/as alunos/as Latinxs LGBTQ ouviram comentários negativos sobre pessoas trans; dois quintos (40,5%) ouviram essas observações com frequência.
- 90,6% dos/as alunos/as Latinxs LGBTQ ouviram comentários racistas; pouco mais da metade (56,9%) ouviu essas observações com frequência.

Vitimização na escola

- Um grande número de estudantes sofreram assédio ou agressão na escola com base em características pessoais, incluindo orientação sexual (69,2%), expressão de gênero (60,2%) e raça/etnia (49,5%).
- Em comparação com aqueles/as que tiveram níveis de vitimização abaixo da média, estudantes Latinxs LGBTQ que tiveram níveis mais altos de vitimização com base na orientação sexual na escola:
 - eram duas vezes mais propensos/as a faltar aula porque se sentiam inseguros (61,0% vs. 24,6%);
 - eram menos propensos/as a planejar obter um diploma em quatro anos (78,4% vs. 85,7%); e
 - experimentaram níveis mais baixos de pertencimento à escola e maiores níveis de depressão.
- Em comparação com os/as que tiveram níveis de vitimização abaixo da média, estudantes Latinxs LGBTQ que tiveram níveis mais altos de vitimização com base na raça/etnia na escola:
 - eram duas vezes mais propensos/as a faltar aula porque se sentiam inseguros(as) (47,6% vs. 22,6%); e
 - experimentaram níveis mais baixos de pertencimento à escola e maiores níveis de depressão.
- Estudantes Latinxs transgêneros e fora dos padrões de gênero experimentaram maiores níveis de vitimização com base na orientação sexual, expressão de gênero e raça/etnia que os estudantes Latinxs cisgêneros LGBQ.
- Estudantes Latinxs LGBTQ que se identificaram com várias identidades raciais/étnicas experimentaram níveis um pouco maiores de vitimização com base na raça/etnia, orientação sexual e expressão de gênero do que estudantes LGBTQ que se identificaram apenas como Latinxs.
- Estudantes Latinxs LGBTQ que não aprenderam inglês como primeira língua experimentaram maiores níveis de vitimização com base na raça/etnia do que aqueles/as que aprenderam inglês como primeira língua.
- Cerca de dois quintos dos/as estudantes Latinxs LGBTQ (41,6%) sofreram assédio ou agressão na escola devido à orientação sexual e raça/etnia. Comparados com os/as que sofreram uma forma de vitimização ou nenhuma, estudantes Latinxs LGBTQ que sofreram as duas formas de vitimização:
 - experimentaram os mais baixos níveis de pertencimento escolar;
 - tiveram os maiores níveis de depressão; e
 - eram os mais propensos a faltar aula porque se sentiam inseguros/as.

Denúncia de assédio e agressão nas escolas e intervenção

- A maioria dos/as estudantes Latinxs LGBTQ (57,7%) que sofreram assédio ou agressão no ano passado nunca relatou vitimização aos funcionários, mais comumente porque não achavam que os funcionários fariam algo a respeito (63,5%).
- Apenas um terço (34,9%) relatou que a equipe respondeu efetivamente quando alunos/as relataram vitimização.
- Menos da metade dos/as estudantes Latinxs LGBTQ (41,0%) havia contado a um membro da família

sobre a vitimização que enfrentaram na escola.

- Entre estudantes Latinxs LGBTQ que relataram experiências de vitimização a um membro da família, pouco mais da metade (56,3%) indicou que um membro da família conversou com seu professor, diretor ou outro funcionário da escola.

Práticas escolares

Experiências com Medidas Disciplinares na Escola

- Quase dois quintos dos/as estudantes Latinxs LGBTQ (39,5%) experimentaram alguma forma de medida disciplinar escolar, como detenção, suspensão da escola ou expulsão.
- Estudantes Latinxs LGBTQ com múltiplas identidades raciais/étnicas experimentaram maiores níveis de medidas disciplinares do que aqueles/as que se identificaram apenas como Latinxs.
- As experiências negativas da escola foram relacionadas a experiências de medida disciplinar escolar para estudantes Latinxs LGBTQ. Aqueles/as que experimentaram a medida disciplinar escolar:
 - experimentaram taxas mais altas de vitimização com base na orientação sexual, expressão de gênero e raça/etnia;
 - eram mais propensos/as a faltar aula porque se sentiam inseguros/as; e
 - eram mais propensos/as a experimentar políticas ou práticas escolares discriminatórias anti-LGBTQ.
- Experiências com medidas disciplinares na escola também podem impactar negativamente os resultados educacionais para estudantes Latinxs LGBTQ. Aqueles que experimentaram a medida disciplinar escolar:
 - eram menos propensos/as a planejar a educação pós-secundária; e
 - apresentaram médias mais baixas de notas.

Recursos e apoios escolares para estudantes Latinxs LGBTQ

Grêmio Estudantil de Gênero e Sexualidade (GSA)

Disponibilidade e participação

- Pouco mais da metade dos/as estudantes Latinxs LGBTQ (52,7%) relatou ter um GSA na escola.
- Estudantes Latinxs LGBTQ que frequentaram escolas majoritariamente brancas tinham mais probabilidade de ter um GSA do que aqueles/as nas escolas majoritariamente Latinxs.
- Estudantes Latinxs LGBTQ que frequentaram escolas rurais e/ou escolas no Sul tiveram menor probabilidade de ter acesso a um GSA.
- A maioria das pessoas com GSA participou do grêmio (62,4%) e um quinto (22,3%) participou como dirigente ou líder.

Utilitário

- Em comparação com aqueles sem um GSA, estudantes Latinxs LGBTQ com um GSA:

- eram menos propensos/as a faltar à escola devido a questões de segurança (29,6% vs. 41,0%);
- eram menos propensos/as a se sentir inseguros/as por causa de sua orientação sexual (48,0% vs. 62,7%); e
- sentiram maior pertencimento à comunidade escolar.
- Estudantes Latinxs LGBTQ que participaram do GSA se sentiram mais à vontade para abordar questões LGBTQ nas aulas e eram mais propensos/as a participar de várias formas de ativismo.

Clubes étnicos/culturais

Disponibilidade e participação

- Quase três quartos dos estudantes Latinxs LGBTQ (73,8%) relataram que sua escola tinha um clube étnico ou cultural.
- Um(a) em cada dez estudantes Latinxs LGBTQ (10,7%) com um clube étnico/cultural na escola participou de reuniões e 1,5% participou como oficial ou líder.
- Estudantes Latinxs LGBTQ com um clube étnico/cultural na escola eram mais propensos/as a participar se frequentassem uma escola majoritariamente branca (12,7% vs. 8,8% daqueles na maioria das escolas Latinxs) ou se tivessem nascido fora dos EUA (17,1 % vs. 10,2% dos nascidos nos EUA).

Utilitário

- Estudantes Latinx LGBTQ que tinham um clube étnico/cultural em sua escola:
 - sentiram maior pertencimento à comunidade escolar; e
 - eram um pouco menos propensos/as a se sentirem inseguros/as devido à sua raça/etnia.
- Entre os estudantes Latinx LGBTQ com um clube étnico/cultural, aqueles/as que participaram tiveram um maior senso de pertencimento à escola e eram mais propensos/as a se envolver em ativismo.

Pessoal de apoio da escola

Disponibilidade

- A grande maioria de estudantes Latinxs LGBTQ (97,3%) conseguiu identificar pelo menos um membro da equipe de apoio na escola, mas apenas 40,4% conseguiu identificar muitos funcionários de apoio (11 ou mais).
- Apenas dois quintos dos/as estudantes Latinxs LGBTQ (40,9%) relataram ter uma administração escolar de certa forma ou muito favorável.

Utilitário

- Estudantes Latinxs LGBTQ que tinham mais funcionários que apoiavam estudantes LGBTQ:
 - eram menos propensos/as a faltar à escola devido a questões de segurança;
 - eram menos propensos/as a se sentir inseguros/as por causa de sua orientação sexual, expressão de

gênero e raça/etnia;

- apresentavam níveis mais altos de auto estima e níveis mais baixos de depressão;
- tinham maiores sentimentos de conexão com a comunidade escolar;
- tiveram médias escolares ligeiramente mais altas; e
- tinham maiores aspirações educacionais.

Currículo Inclusivo

Também examinamos a inclusão de tópicos LGBTQ no currículo escolar. Descobrimos que menos de um quarto dos/as estudantes Latinxs LGBTQ (22,5%) recebeu representações positivas de pessoas, história ou eventos LGBTQ. Além disso, descobrimos que alunos/as Latinxs LGBTQ que tiveram alguma inclusão positiva LGBTQ no currículo escolar:

- tinham menor probabilidade de se sentirem inseguros(as) por causa de sua orientação sexual (38,7% vs. 59,7%) e expressão de gênero (35,5% vs. 46,9%); e
- sentiram-se mais conectados(as) à comunidade escolar (73,8% vs. 45,1%).

Não foi possível examinar outras formas importantes de inclusão curricular, como representações positivas de pessoas de cor e suas histórias e comunidades. No entanto, descobrimos que alunos/as Latinxs LGBTQ com um currículo LGBTQ inclusivo eram menos propensos/as a se sentirem inseguros/as na escola por causa de sua raça ou etnia (15,5% vs. 24,3%).

Conclusões e Recomendações

É evidente que abordar as preocupações de estudantes Latinxs LGBTQ requer uma abordagem intersetorial que leve em consideração todos os aspectos de suas experiências de opressão para combater o racismo, a homofobia e a transfobia, bem como a xenofobia e o sentimento anti-imigrante. Os resultados deste relatório mostram que estudantes Latinxs LGBTQ têm experiências escolares únicas, no cruzamento de suas várias identidades, incluindo status de imigrante real ou percebido, raça, gênero e orientação sexual. As descobertas também demonstram as maneiras pelas quais os recursos e o apoio da escola, como GSAs, clubes étnicos/culturais e pessoal da escola de apoio, podem afetar positivamente as experiências escolares de alunos/as Latinxs LGBTQ. Com base nessas descobertas, recomendamos aos líderes das escolas, formuladores de políticas educacionais e outras pessoas que desejam proporcionar ambientes de aprendizado seguros para estudantes Latinxs LGBTQ:

- Apoiar clubes de estudantes, como GSAs e clubes étnicos/culturais. As organizações que trabalham com GSAs e clubes étnicos / culturais devem se reunir para atender às necessidades de estudantes Latinxs LGBTQ relacionadas às suas múltiplas identidades marginalizadas, incluindo orientação sexual, gênero, raça/etnia e status de imigração.
- Proporcionar desenvolvimento profissional para os funcionários da escola, que abordam as interseções de identidades e experiências de estudantes Latinxs LGBTQ.
- Aumentar o acesso de estudantes a recursos curriculares que incluem representações diversas e positivas de pessoas, história e eventos Latinxs e LGBTQ.
- Estabelecer políticas e diretrizes escolares sobre como os funcionários devem responder ao comportamento anti-LGBTQ e racista, e desenvolver caminhos claros e confidenciais para os/as

alunos/as denunciarem as vitimizações sofridas. As agências educacionais locais, estaduais e federais também devem responsabilizar as escolas pelo estabelecimento e implementação dessas práticas e procedimentos.

- Trabalhar para resolver as desigualdades de financiamento nos níveis local, estadual e nacional, para aumentar o acesso aos apoios institucionais e à educação em geral, e para proporcionar mais desenvolvimento profissional aos educadores e orientadores escolares.

Tomadas em conjunto, essas medidas podem nos levar a um futuro em que todos os/as jovens Latinxs LGBTQ tenham a oportunidade de aprender e ter sucesso em ambientes escolares de apoio, livres de preconceitos, assédio e discriminação.

Introduction

In recent years, the U.S. federal government, through public policy and government action, has fueled anti-immigrant rhetoric that has largely been directed at people of Latin American descent, as well as those perceived to be of Latin American descent.¹ These attitudes and actions may be seen as part of a larger pattern of racism and bias against Hispanic and Latino/Latina/Latinx communities² (in this report, inclusively referred to as Latinx³). Within the realm of education specifically, many Latinx students face racial/ethnic discrimination and harassment from both peers and school personnel,⁴ which may have detrimental effects on their psychological well-being and academic achievement.⁵ These and other systemic factors may contribute to academic achievement gaps as well as disproportionately high rates of school discipline and low rates of high school completion for Latinx youth.⁶ Further, although there has been some progress in closing the academic achievement gaps between White and Latinx students in general, disparities have either remained stagnant or worsened for Latinx students of lower socioeconomic backgrounds and for English language learners.⁷ Thus, in examining the academic experiences of Latinx students, it is imperative to acknowledge the potential intersecting forms of bias that Latinx students face, with regard to their other identities and demographic characteristics.

Lesbian, gay, bisexual, transgender, and queer (LGBTQ) youth also face unique challenges at school, often related to their sexual orientation, gender identity, and gender expression. GLSEN's *2017 National School Climate Survey* found that schools are often unsafe places for LGBTQ students, where many face hostile school experiences that often target their sexual orientation, gender identity and/or how they express their gender.⁸ These experiences include high levels of verbal and physical harassment and assault, discriminatory school policies and practices, sexual harassment, and social exclusion and isolation. Further, many LGBTQ students do not have access to in-school resources that could improve school climate and student experiences, such as Gender and Sexuality Alliances (GSAs), supportive educators, and supportive and inclusive school policies.

Despite a growing body of research examining Latinx youth's school experiences and LGBTQ youth's school experiences separately, less research

has examined the school experiences of Latinx LGBTQ youth. Prior findings show that schools nationwide are hostile environments for LGBTQ youth of color broadly, where they experience victimization and discrimination based on their race/ethnicity and/or their LGBTQ identity.⁹ Studies that have specifically examined the school experiences of Latinx LGBTQ youth demonstrate prevalent rates of both anti-LGBTQ and racist harassment, and their associations with poor psychological wellbeing.¹⁰ This report builds on these findings and explores more deeply the school experiences of Latinx LGBTQ students.

This report is one of a series of reports on LGBTQ students of color, including Black, Asian American and Pacific Islander (AAPI), and Native and Indigenous LGBTQ youth. Given that the majority of research on this population has examined Latinx youth and LGBTQ youth separately, we have approached this report with an intersectional framework.¹¹ Where possible, we examine Latinx LGBTQ students' multiple intersecting marginalized identities (e.g., race, gender, sexual orientation) in relation to multiple interlocking systems of oppression (e.g., racism, transphobia, homophobia). For instance, the homophobic bias that a Latinx LGBTQ student may experience at school is tied to their experiences of racism as a Latinx individual. Our focal point is on the school experiences of Latinx LGBTQ youth, with attention to examining differences in identities within Latinx LGBTQ youth. This report will not compare Latinx LGBTQ youth to other racial/ethnic LGBTQ groups.

In this report, we examine the experiences of Latinx LGBTQ students with regard to indicators of negative school climate, as well as supports and resources. In *Part One: Safety and Victimization at School*, we begin with examining Latinx LGBTQ students' feelings of safety at school due to their personal characteristics (race/ethnicity, sexual orientation, and gender identity/expression), experiences of racist and anti-LGBTQ victimization from peers, as well as reporting racist and anti-LGBTQ victimization to school staff, staff responses to these reports, and family reporting and intervention. In *Part Two: School Practices*, we shift to Latinx LGBTQ students' experiences with school staff and practices, including experiences of school disciplinary action and its relation to anti-LGBTQ discriminatory school policies and practices, as well as school resources and supports for Latinx LGBTQ students, and club participation and leadership.

Methods and Sample Description

Methods

Data for this report came from GLSEN's *2017 National School Climate Survey (NSCS)*. The NSCS is a biennial survey of U.S. secondary school students who identify as LGBTQ. Participants completed an online survey about their experiences in school during the 2016-2017 school year, including hearing biased remarks, feelings of safety, experiencing harassment and assault, feeling comfortable at school, and experiencing anti-LGBTQ discriminatory school policies and practices. They were also asked about their academic achievement, attitudes about school, school involvement, and availability and impact of supportive school resources. Eligibility for participation in the survey included being at least 13 years of age, attending a K-12 school in the United States during the 2016-2017 school year, and identifying as lesbian, gay, bisexual, queer, or a sexual orientation other than heterosexual (e.g., pansexual, questioning) or being transgender or having a gender identity that is not cisgender (e.g., genderqueer, nonbinary). For more details regarding the research methods of GLSEN's *2017 National School Climate Survey*, you may view the full report at glsen.org/NSCS.

The full sample for the *2017 National School Climate Survey* was 23,001 LGBTQ middle and high school students between 13 and 21 years old. In the survey, participants were asked how they identified their race or ethnicity. They were given several options, including "Hispanic or Latino/a" and could check all that apply. The sample for this report consisted of any LGBTQ student in the national sample who identified as Latinx. Surveys in the U.S. commonly assess Latinx ethnic background (e.g., "Are you of Hispanic, Latino, or Spanish origin?") separately from racial background (e.g., White, Black, AAPI, Native).¹² In the NSCS, however, we asked about race and

ethnicity in a single question. Thus, some students in this report selected Latinx and another racial/ethnic identity, and others selected Latinx as their only racial/ethnic identity. Throughout this report, we make distinctions, where appropriate, between the experiences of these two groups of students. The final sample for this report was a total of 3,352 Latinx LGBTQ students.

Sample Description

As seen in Table S.1, just under half of Latinx LGBTQ students in the sample (45.6%) identified as gay or lesbian, with just over a quarter (27.5%) identifying as bisexual and nearly one-fifth (18.9%) identifying as pansexual. Over half (56.8%) identified as cisgender, 23.0% identified as transgender, and the remainder identified with another gender identity or were unsure of their gender identity. Approximately half of the Latinx LGBTQ students in this report (49.6%) identified with one or more racial/ethnic identities in addition to Latinx, as described in Table S.1. For example, two-fifths of respondents (40.1%) identified as Latinx and White. The vast majority of respondents was born in the U.S. (93.7%) and most learned English as their first language or as one of their first languages (85.9%). Additionally, just under a fifth (18.5%) identified as Catholic, whereas over half (54.0%) identified with no religion.

Students attended schools in all 50 states and the District of Columbia as well as Puerto Rico, Guam, and the U.S. Virgin Islands. As seen in Table S.2, two-thirds of students attended high school (67.9%), the vast majority attended public school (89.5%), and 41.8% attended majority-White schools.

Table S.1 Demographic Characteristics of Survey Participants

Sexual Orientation ¹³ (n = 3331)		Gender ¹⁹ (n = 3144)	
Gay or Lesbian	45.6%	Cisgender	56.8%
Bisexual	27.5%	<i>Female</i>	32.2%
Pansexual ¹⁴	18.9%	<i>Male</i>	21.2%
Queer	3.2%	<i>Unspecified</i>	3.4%
Asexual ¹⁵	1.5%	Transgender	23.0%
Another Sexual Orientation (e.g., fluid, heterosexual)	1.1%	<i>Female</i>	1.4%
Questioning or Unsure	2.1%	<i>Male</i>	16.0%
		<i>Nonbinary (i.e., not identifying as male or female, or identifying as both male and female)</i>	4.3%
Race and Ethnicity ¹⁶ (n = 3352)		<i>Unspecified</i>	1.3%
Latinx Only	50.4%	Genderqueer	11.1%
Multiple Racial/Ethnic Identities	49.6%	Another Nonbinary Identity (e.g., agender, genderfluid)	3.2%
<i>White</i>	40.1%	Questioning or Unsure	1.6%
<i>Native American, American Indian, or Alaska Native</i> ¹⁷	9.8%		
<i>African American or Black</i>	7.8%	Religious Affiliation (n = 3316)	
<i>Asian, South Asian, or Pacific Islander</i>	5.6%	Christian (non-denominational)	13.9%
<i>Middle Eastern or Arab American</i>	1.5%	Catholic	18.5%
		Protestant	0.8%
Immigration Status (n = 3341)		Jewish	1.3%
U.S. Citizen	96.3%	Buddhist	1.7%
<i>Born in the U.S. or a U.S. territory</i>	93.7%	Muslim	0.3%
<i>Born in another country</i> ¹⁸	2.5%	Another Religion (e.g., Unitarian Universalist, Wiccan)	9.5%
U.S. Non-citizen	3.7%	No Religion, Atheist, or Agnostic (and not affiliated with a religion listed above)	54.0%
<i>Documented</i>	2.3%		
<i>Undocumented</i>	1.4%		
English Learned as First Language (n = 3328)		Receive Educational Accommodations ²⁰ (n = 3330)	25.1%
Grade in School (n = 3283)		Average Age (n = 3352) = 15.6 years	
6th	0.9%		
7th	6.9%		
8th	13.7%		
9th	20.3%		
10th	21.0%		
11th	22.4%		
12th	14.9%		

Table S.2 Characteristics of Survey Participants' Schools

Grade Level (n = 3348)		School Type (n = 3275)	
K through 12 School	6.7%	Public School	89.5%
Lower School (elementary and middle grades)	1.5%	<i>Charter</i>	4.1%
Middle School	15.7%	<i>Magnet</i>	10.2%
Upper School (middle and high grades)	8.3%	Religious-Affiliated School	3.7%
High School	67.9%	Other Independent or Private School	6.8%
Region ²¹ (n = 3344)		Single-Sex School (n = 3346)	1.1%
Northeast	12.3%	School Locale (n = 3300)	
South	32.4%	Urban	37.1%
Midwest	12.9%	Suburban	38.1%
West	38.3%	Rural or Small Town	24.8%
U.S. Territories	4.1%		
School Racial Composition (n = 2991)			
Majority Latinx	34.6%		
Majority White	41.8%		
Majority Black	7.1%		
Majority AAPI	2.6%		
Other Racial Majority	3.0%		
No Racial Majority	10.8%		

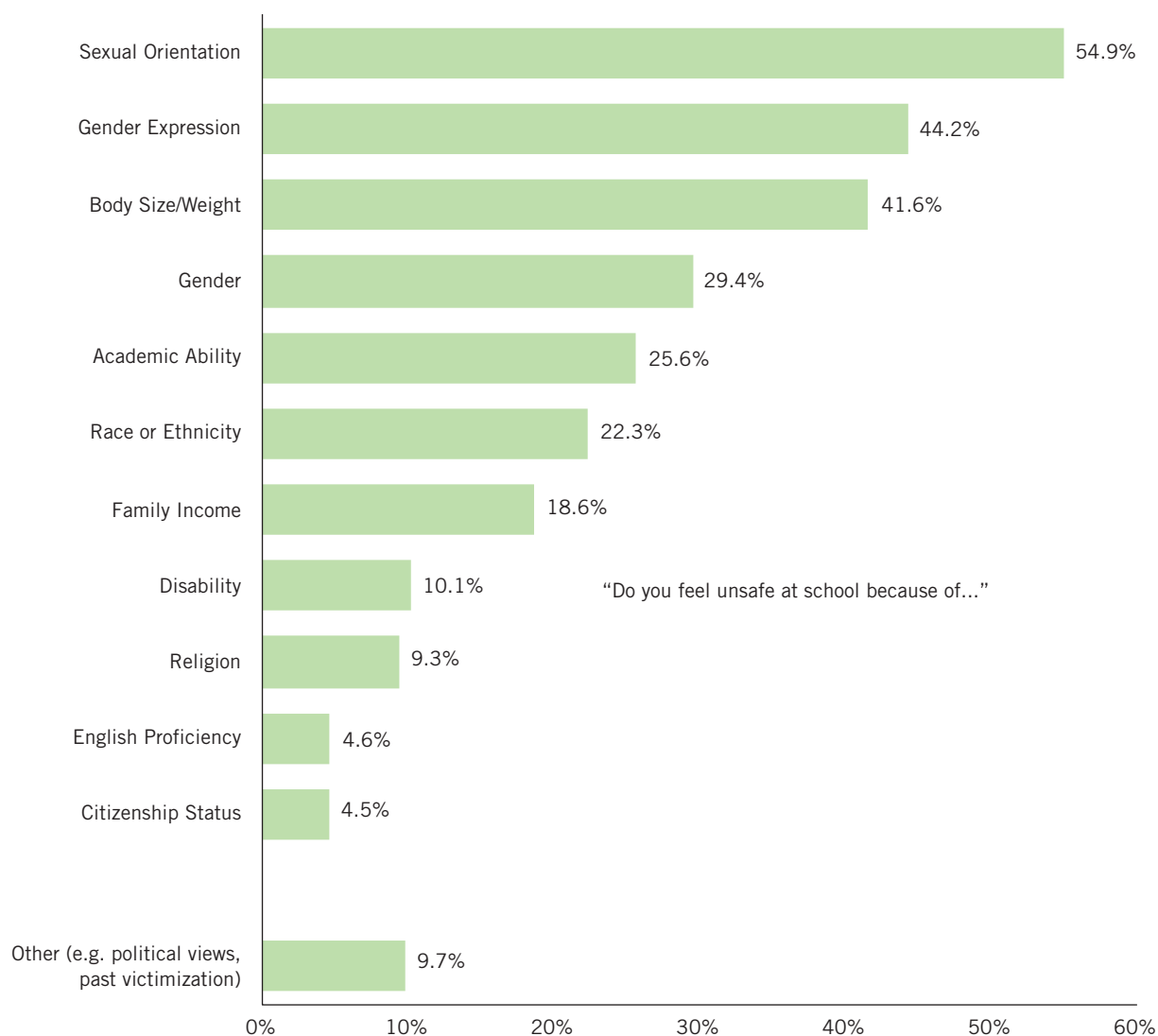
Part One: Safety and Experiences with Harassment and Assault at School

For Latinx LGBTQ youth, school can be an unsafe place. Our previous research indicates that the majority of LGBTQ students regularly hear biased language at school, and most experience some form of identity-based harassment or assault. These experiences may negatively impact students' academic outcomes, as well as their psychological well-being. Thus, we explored the reasons Latinx LGBTQ students feel unsafe at school, the types of biased language they hear, and both the extent and effects of in-school harassment and assault. Because school staff have a responsibility to intervene on such incidents of bias, we also examined Latinx LGBTQ students' rates of reporting their victimization to staff, and how school staff responded.

Safety

We asked students if they ever felt unsafe at school due to a personal characteristic. As shown in Figure 1.1, Latinx LGBTQ students were most likely to say that they felt unsafe due to their actual or perceived sexual orientation (54.9%), followed by the way they express their gender, or how traditionally “masculine” or “feminine” they were in appearance or behavior (44.2%).²² Nearly a quarter of students (22.3%) felt unsafe due to their race or ethnicity. Latinx LGBTQ students born outside the U.S. were especially likely to feel unsafe regarding their race/ethnicity (29.1% vs. 21.8% of those born in the U.S.).²³ This may be, in part, because anti-immigrant sentiment in the U.S. is often closely tied to racism against particular ethnic groups, including people of Latin American descent.

Figure 1.1 Latinx LGBTQ Students Who Felt Unsafe at School Because of Actual or Perceived Personal Characteristics



For some, feeling unsafe at school may result in avoiding school altogether. When asked about absenteeism, over a third of Latinx LGBTQ students (35.0%) reported missing at least one day of school in the last month because they felt unsafe or uncomfortable, and over one-tenth (10.8%) missed four or more days in the last month.

Biased Remarks

Latinx LGBTQ students may feel unsafe at school, in part, because of homophobic, racist, or other types of biased language that they hear from their peers in classrooms or hallways. We asked students how often they heard anti-LGBTQ language from other students, including: the word “gay” being used in a negative way (such as “that’s so gay” being used to call something “stupid” or “worthless”), other homophobic remarks (such as “faggot” and “dyke”), comments about students not acting “masculine” enough, comments about students not acting “feminine” enough, and negative remarks about transgender people (such as “tranny” or “he/she”). We also asked students how often they heard racist language from other students at school. As shown in Figure 1.2, the most common form of biased language was “gay” used in a negative way, followed by other homophobic remarks. Over two-thirds of Latinx LGBTQ students heard “gay” used in a negative way often or frequently (70.3%), and over half heard other homophobic remarks often or frequently (59.3%). The next most common forms of biased remarks heard by Latinx LGBTQ students were racist remarks and comments about not acting “masculine” enough (see also Figure 1.2).²⁴

Harassment and Assault

In addition to hearing biased language in hallways or classrooms, many students experience victimization at school, including verbal harassment (e.g., being called names or threatened), physical harassment (e.g., being shoved or pushed), and physical assault (e.g., being punched, kicked, or injured with a weapon). LGBTQ students who experience harassment or assault may feel excluded and disconnected from their school community, and may respond by avoiding school. This victimization may also have a negative impact on students’ psychological well-being and academic success.²⁵ Therefore, we examined how often Latinx LGBTQ students experienced victimization in the past year based on their actual or perceived sexual orientation, the way they express their gender, and their actual or perceived race/ethnicity. We also examined whether victimization based on sexual orientation or based on race/ethnicity was associated with academic outcomes as well as key indicators of student well-being, including: educational aspirations, school belonging, depression, and skipping school due to feeling unsafe.

Extent and effects of harassment and assault based on personal characteristics. As shown in Figure 1.3, many Latinx LGBTQ students experienced harassment or assault based on their race/ethnicity, sexual orientation and gender expression. Victimization based on their sexual orientation was most common, followed by victimization based on gender expression (see also Figure 1.3).²⁶

We examined whether victimization at school based on sexual orientation and victimization

Figure 1.2 Frequency of Hearing Anti-LGBTQ and Racist Remarks in School

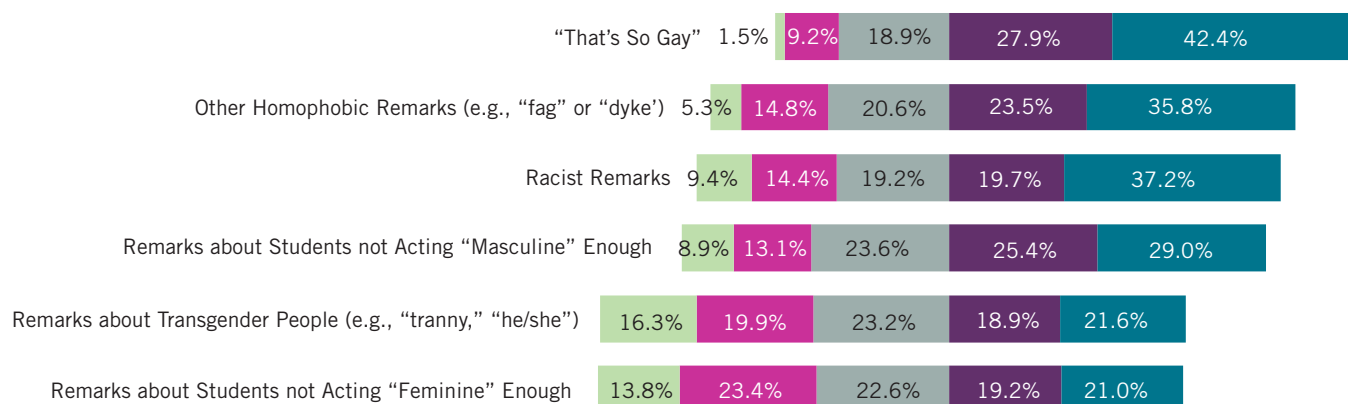
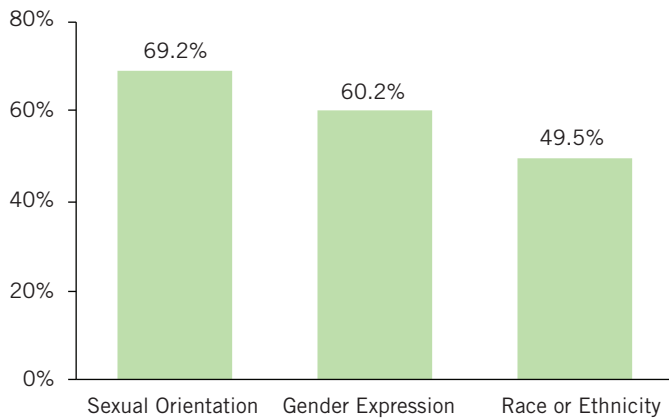


Figure 1.3 Percentage of Latinx LGBTQ Students Who Experienced Victimization Based on Personal Characteristics



based on race/ethnicity were associated with Latinx LGBTQ students' psychological well-being and educational outcomes. We found that experiencing victimization based on sexual orientation was related to skipping school based on feeling unsafe as well as lower levels of school belonging, lower educational aspirations, and greater levels of depression.²⁷ For example, as seen in Figure 1.4, students were more than twice as likely to skip school because they felt unsafe if they experienced higher than average levels of victimization based on sexual orientation (61.0% vs. 24.6%). Similarly, we found that victimization based on race/ethnicity was related to skipping school due to feeling unsafe, lower levels of school belonging, greater levels of depression, and slightly lower educational aspirations (see Figure 1.5).²⁸

Figure 1.4 Victimization Based on Sexual Orientation and Latinx LGBTQ Student Well-Being and Academic Outcomes

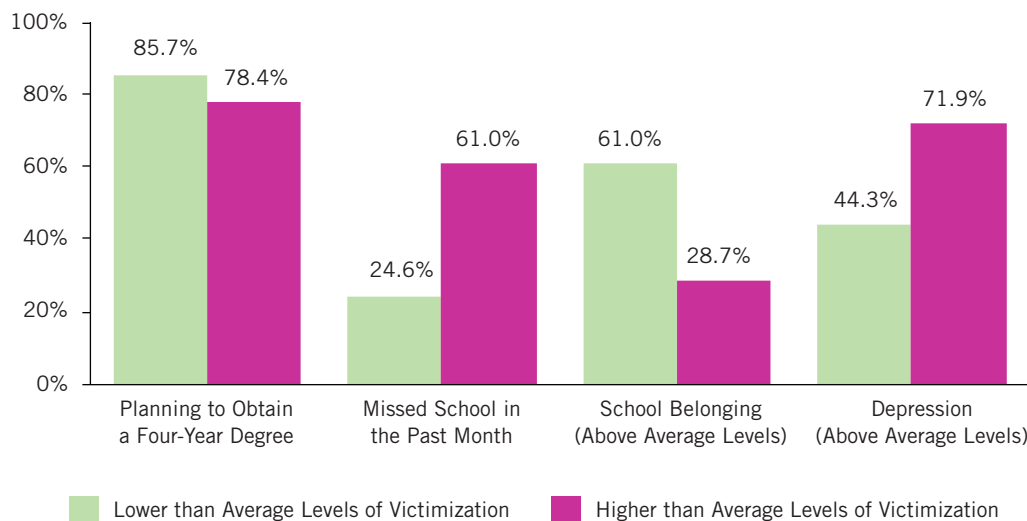
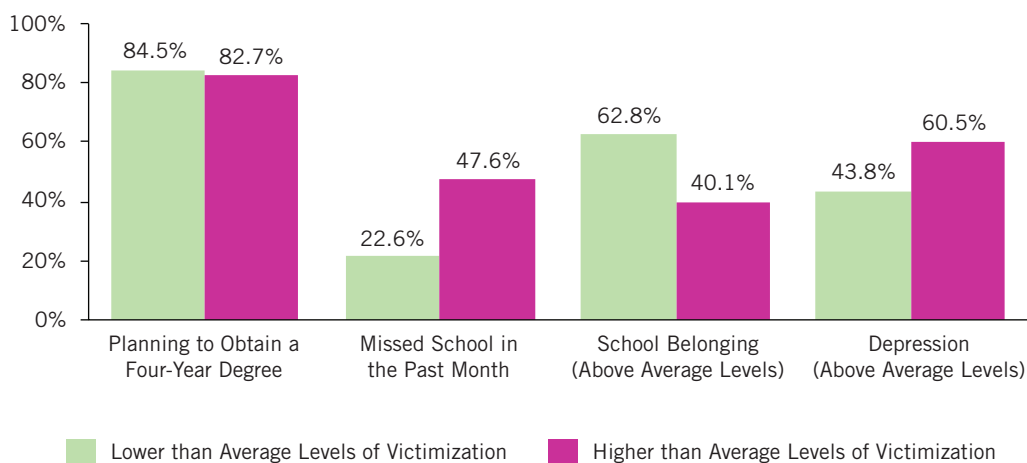


Figure 1.5 Victimization Based on Race/Ethnicity and Latinx LGBTQ Student Well-Being and Academic Outcomes



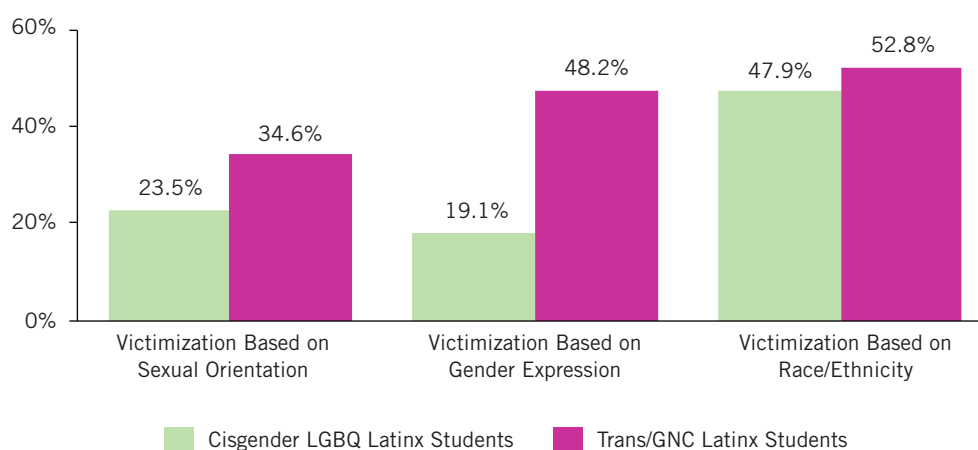
Differences in victimization by transgender status. Previous research, from GLSEN, as well as other scholars, has demonstrated that transgender and other gender nonconforming (trans/GNC) students experience greater levels of anti-LGBTQ victimization and harassment than cisgender LGBTQ students.²⁹ We found that this was similarly true for Latinx LGBTQ students. Specifically, we found that trans/GNC Latinx students experienced greater levels of victimization based on sexual orientation and gender expression than their cisgender LGBTQ Latinx peers (see Figure 1.6). Further, we also found that trans/GNC Latinx students experienced slightly greater levels of victimization based on race/ethnicity (see also Figure 1.6).³⁰ Given that the general population tends to hold less favorable views of transgender people than of gay and lesbian people,³¹ trans/GNC Latinx students may be greater targets for victimization in general, including victimization based on their race/ethnicity.

Differences in victimization by multiple racial/ethnic identities. For multiracial students, their own racial/ethnic identification or how they are identified by their peers regarding their race/ethnicity may vary based on context.³² Because they do not belong to any single racial/ethnic group, these students may face greater levels of social exclusion that may result in increased risks for peer victimization.³³ Thus, we examined whether Latinx LGBTQ students who endorsed multiple racial/ethnic identities differed from those who identified only as Latinx with regard to their experiences of victimization. We found that Latinx LGBTQ students with multiple racial/ethnic identities experienced somewhat greater

levels of victimization based on race/ethnicity, sexual orientation, and gender expression, as compared to those who identified only as Latinx (see Figure 1.7).³⁴ This relationship was stronger for victimization based on sexual orientation and gender expression than for victimization based on race/ethnicity. This may be because most of the Latinx LGBTQ students in our sample with multiple racial/ethnic identities identified as Latinx and White. Because some Latinx individuals who also identify as White may not be perceived as people of color by others,³⁵ some Latinx LGBTQ students who also identify as White may face a lower risk for race-based victimization. Further research is warranted to explore the possible connections between multiracial/multiethnic identity and different forms of victimization among students of color.

Differences in victimization by immigration status and English language acquisition. Prior findings indicate that immigrant youth may face heightened levels of victimization at school, as compared with their peers born in the U.S..³⁶ Further, Latinx students who did not learn English as one of their first languages may be perceived as foreign by their peers, regardless of where they were born.³⁷ Given that these students may experience victimization fueled by both racism as well as anti-immigrant sentiment, we examined whether Latinx LGBTQ students born outside the U.S., as well as those who did not learn English as one of their first languages, were differentially targeted for harassment at school by their peers. We found that Latinx LGBTQ students who did not learn English as one of their first languages experienced greater

Figure 1.6 Differences in Level of Victimization by Trans/GNC Status
(Percentage of Latinx LGBTQ Students Experiencing Higher than Average Levels of Victimization)



levels of victimization based on race/ethnicity than those who did learn English as a first language.³⁸ We did not observe any differences in victimization with regard to immigration status, which may be because a student's birthplace is not an easily identifiable trait.

Experiencing multiple forms of victimization.

Thus far in this section, we have discussed Latinx LGBTQ students' in-school experiences of victimization based on sexual orientation, gender

expression, and race/ethnicity independently. However, many Latinx LGBTQ students experience victimization that targets both their LGBTQ and their racial/ethnic identities. In fact, approximately two-fifths of Latinx LGBTQ students in our study (41.6%) experienced harassment or assault at school based on both their sexual orientation and their race/ethnicity.³⁹ Previously in this section, we reported that both of these forms of victimization separately were related to skipping school due to feeling unsafe, lower levels of school belonging,

Figure 1.7 Differences in Level of Victimization by Multiple Racial/Ethnic Identities
(Percentage of Latinx LGBTQ Students Experiencing Higher than Average Levels of Victimization)

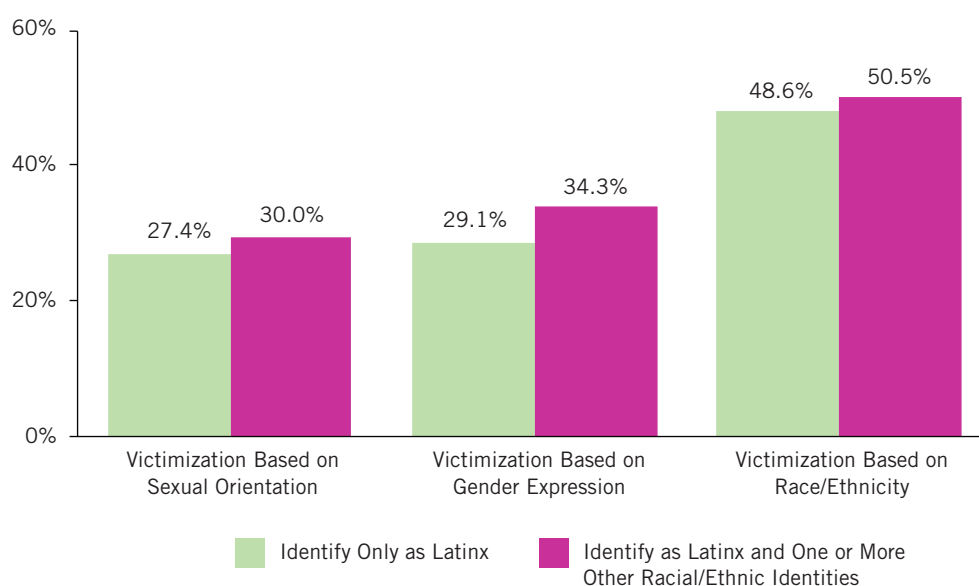
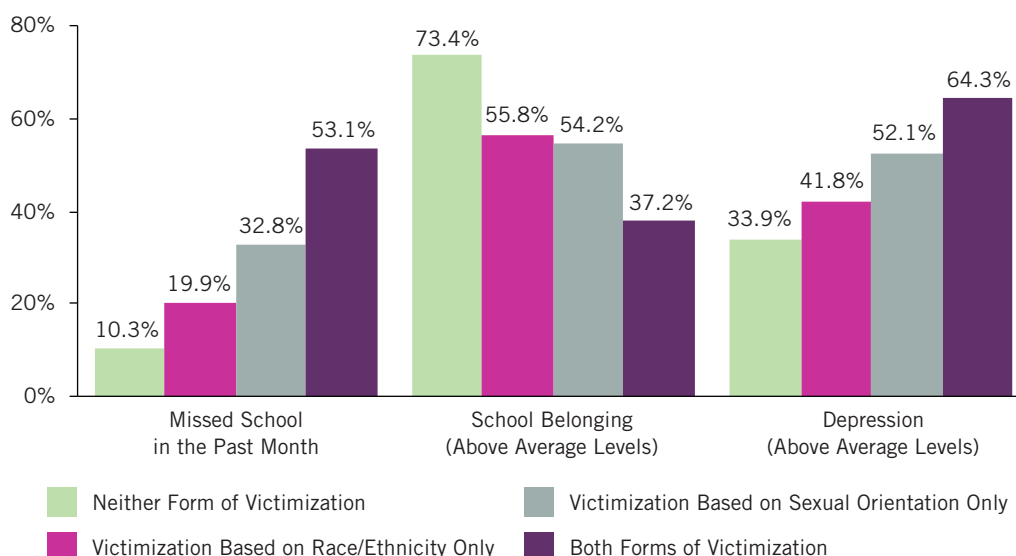


Figure 1.8 Latinx LGBTQ Student Well-Being and Multiple Forms of Victimization, Based on Sexual Orientation and Race/Ethnicity



and greater levels of depression. However, it is important to understand how these outcomes are associated with experiencing multiple forms of harassment. Therefore, we examined the combined effects of race-based and homophobic victimization on skipping school, school belonging, and depression. We found that students who experienced both homophobic and racist victimization were the most likely to skip school due to feeling unsafe,⁴⁰ experienced the lowest levels of school belonging,⁴¹ and experienced the highest levels of depression,⁴² as compared to those who experienced only one form of victimization or neither (see Figure 1.8).

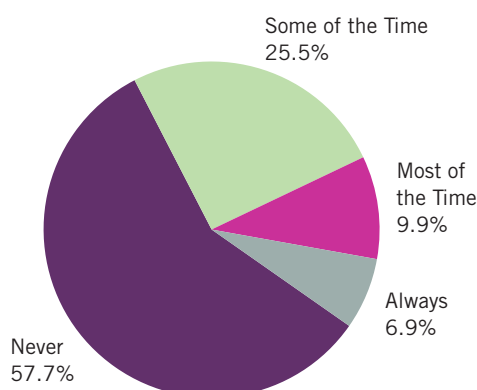
In that Latinx LGBTQ students likely have a longer history with experiencing victimization based on their race/ethnicity than their LGBTQ identity, it is possible that these experiences of race-based victimization may equip Latinx LGBTQ students with skills to navigate other forms of victimization, such as anti-LGBTQ victimization, and provide a buffer against the psychological harms of these additional forms of victimization.⁴³ Thus, we also examined how the experience of racist victimization might alter the effect of homophobic victimization on school outcomes and well-being. In examining missing school, school belonging, and depression, specifically, we found that the effects of homophobic victimization were more pronounced if students experienced lower levels of victimization based on race/ethnicity.⁴⁴ For example, the harmful, negative effect of homophobic victimization on depression was strongest among Latinx LGBTQ students who experienced higher levels of homophobic victimization and lower levels of racist victimization. It may be that Latinx LGBTQ students with more experiences of racism are more likely to receive messages from parents, guardians, and other family members about how to operate as a Latinx individual in the U.S. These messages may prepare young people for experiences with racial injustice,⁴⁵ and could also serve to help youth better cope with other forms of injustice, such as anti-LGBTQ victimization. More investigation is warranted to further understand the impacts of multiple forms of victimization. However, it remains clear that experiencing additional forms of victimization means experiencing additional harm, and Latinx LGBTQ students who experienced victimization targeting both their race/ethnicity and sexual orientation experienced the poorest outcomes.

Reporting School-Based Harassment and Assault

GLSEN advocates for clear guidelines for school staff on anti-bullying and harassment incidents, and for staff to be trained in effectively responding to victimization incidents. We asked Latinx LGBTQ students who had experienced harassment or assault in the past school year how often they had reported the incidents to school staff, and found that the majority of students (57.7%) never reported victimization to staff (see Figure 1.9). Only 16.8% of students reported victimization to staff “most of time” or “always.”

Latinx LGBTQ students who indicated that they had not always told school personnel about their experiences with harassment or assault were asked why they did not always do so. The most common reason for not reporting victimization to staff was that they did not think that staff would do anything about it (63.5%). We asked those who had reported incidents to school staff about staff responses to victimization. The most common staff responses to students’ reports of harassment and assault were telling the student to ignore it (46.1%), talking to the perpetrator/telling the perpetrator to stop (39.7%), and doing nothing/taking no action (37.2%). Thus, Latinx LGBTQ students may be justified in their belief that staff would not intervene on their behalf. Furthermore, only about a third of students (34.9%) reported that staff responded effectively to their reports of victimization. We also found that the only common response that could be considered appropriate or effective was talking to the perpetrator/telling the perpetrator to stop.⁴⁶

Figure 1.9 Frequency of Latinx LGBTQ Students Reporting Incidents of Harassment and Assault to School Staff (n=2210)



Insight on Family Reporting and Intervention

Family support has been shown to improve educational opportunities and academic success for marginalized groups, such as students with disabilities and students of color.⁴⁷ However, little is known about factors that contribute to family support for Latinx LGBTQ students. In this section, we examined family intervention in response to their child's victimization at school, and conditions that promote family intervention for Latinx LGBTQ students.

Reporting victimization to family. Given that family members may be able advocate on behalf of the student when incidents of victimization occur, we asked students in our survey if they reported harassment or assault to a family member. Only about two-fifths of Latinx LGBTQ students (41.0%) said that they had ever told a family member about the victimization they faced at school. LGBTQ students who face school victimization may be hesitant to tell family members if they are not out to them. We found that students who were out as LGBTQ to at least one family member were more likely to tell their families about the victimization they experienced at school (47.7% vs. 30.3% of those not out).⁴⁸ However, regardless of whether the student was out to family members or not, the majority did not report victimization to their families.

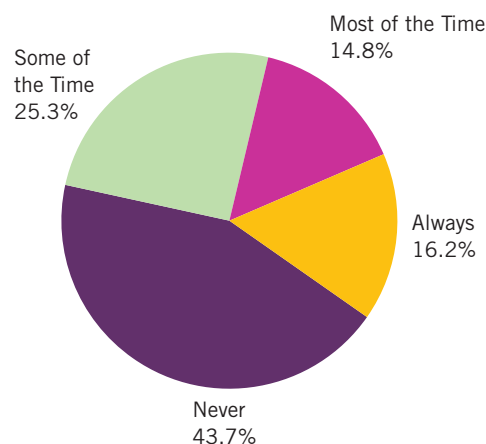
Family intervention. Among Latinx LGBTQ students who reported victimization experiences to a family member, over half (56.3%) reported that a family member talked to their teacher, principal or other school staff about the harassment or assault they experienced (see Figure).

Certain factors may increase the likelihood that family members intervene on behalf of the student with the school. Family members may be more likely to intervene when the student experiences more severe victimization. Further, family members of students with disabilities or educational accommodations may be more likely to be involved in the student's general school life, and thus, more likely to intervene when that student is victimized at school. In fact, we found that family members of Latinx LGBTQ students were somewhat more likely to talk to staff about victimization if the student experienced greater levels of victimization based on sexual orientation (62.3% vs. 52.3%) or gender expression (59.8% vs. 53.9%).⁴⁹ However, this was not the case for race-based victimization. We also found that Latinx LGBTQ students who received educational accommodations were more likely to have family members talk to staff about their victimization (70.0% vs. 50.4%).⁵⁰ We did not find that family members of Latinx LGBTQ students were more likely to intervene if the student had been diagnosed with a disability.

Immigration status and English language proficiency could also inhibit the likelihood of family intervention for Latinx LGBTQ students. Family members who were not born in the U.S. may be less familiar with the U.S. educational system or may have different cultural norms with regard to engaging with school personnel, and it may be challenging for those who have lower English language proficiency to communicate with school staff. However, we did not find that family intervention was related to immigration status, or whether the student learned English as one of their first languages.⁵¹

Conclusions. We found most Latinx LGBTQ students who experienced school victimization did not report it to their family members. However, of those that had, the majority of students indicated that family members subsequently intervened and talked to school staff. Family members may be particularly compelled to intervene in response to more severe levels of anti-LGBTQ victimization, although this does not appear to be the case for race-based victimization. This could, in part, be because of anti-bullying and harassment policies. Previous research has found that LGBTQ students in general were less likely to report victimization to staff when there was not a policy that included protections for sexual orientation, gender identity, and gender expression in their school.⁵² Thus, Latinx LGBTQ students may be more likely to enlist family support regarding anti-LGBTQ victimization than regarding racist victimization. Further research is warranted to examine additional factors associated with intervention, including potential barriers, as well as to assess the effectiveness of family intervention efforts in improving school climate.

Frequency of Intervention by Latinx LGBTQ Students' Family Members (n = 910)



Conclusions

The majority of Latinx LGBTQ students experienced anti-LGBTQ and racist victimization, and these forms of victimization may result in poorer academic outcomes and student well-being. In fact, those who experienced both of these forms of victimization experienced the worst educational outcomes and poorest psychological well-being. Our findings also suggest that xenophobia and anti-immigrant sentiment may further impact the school experiences of some Latinx LGBTQ students, given that those born outside the U.S. felt less safe about their race/ethnicity and those who did not learn English as a first language faced more race-based victimization than their peers. Thus, it is important that educators be particularly attentive

to the needs of students who lie at the intersections of multiple forms of bias. Unfortunately, we also found that the majority of Latinx LGBTQ students who experienced victimization at school never reported these experiences to staff. Further, for those who did report their victimization to staff, the most common staff responses included telling the student to ignore the incident or doing nothing. Thus, it is critical that schools implement clear and confidential pathways for students to report incidents of bias that they experience, and that educators and other school staff receive training to understand how to intervene effectively on both anti-LGBTQ and racist victimization.

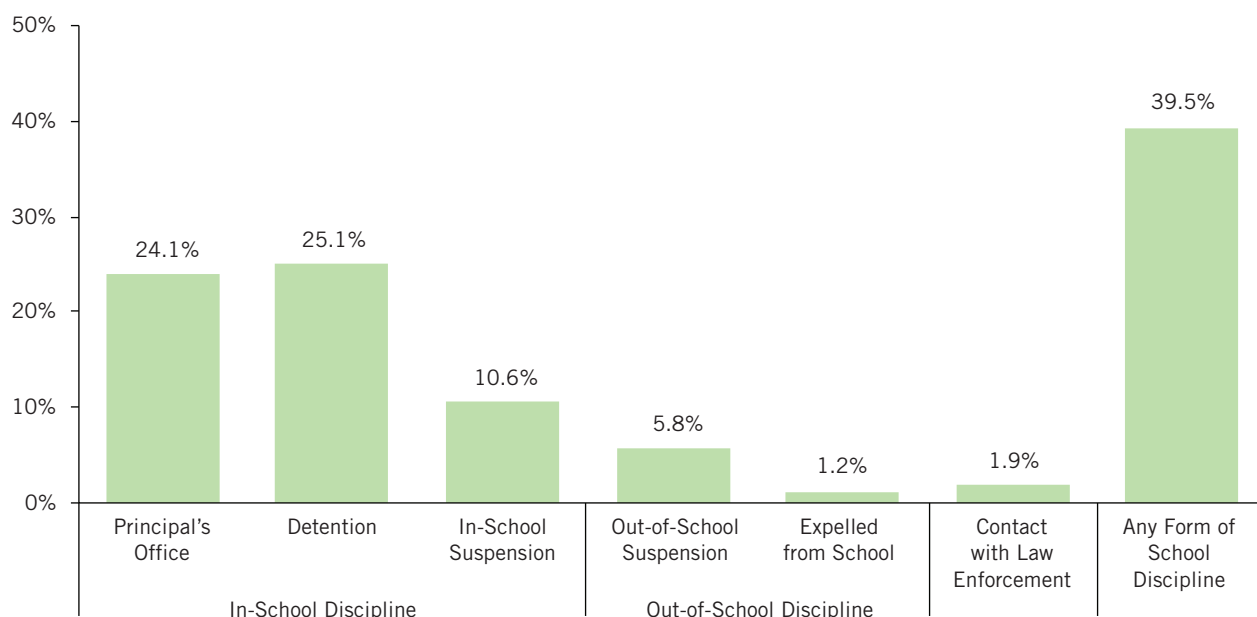
Part Two: School Practices

Schools have a responsibility to promote positive learning environments for all students, including Latinx LGBTQ students. The availability of resources and supports in school for Latinx LGBTQ students is another important dimension of school climate. There are several key resources that may help to promote a safer climate and more positive school experiences for students, including student clubs that address issues for LGBTQ students and students of color, school personnel who are supportive of LGBTQ students, and LGBTQ-inclusive curricular materials. However, our previous research has found that many LGBTQ students do not have such supports available in their schools. In addition, schools also often have disciplinary practices that may contribute to a hostile school climate. Thus, in this section, we examined school practices, and their impact on the educational outcomes and well-being of Latinx LGBTQ students. Specifically, we examined Latinx LGBTQ students' experiences of school disciplinary action, as well as the availability and utility of specific supports and resources that may uniquely impact Latinx LGBTQ students in ways that may differ from the general LGBTQ student population, including student clubs that address LGBTQ and ethnic/cultural issues, school personnel, and LGBTQ-inclusive curriculum.

Experiences with School Discipline

The use of harsh and exclusionary discipline, such as zero tolerance policies, has contributed to higher dropout rates, a greater likelihood of placement in alternative educational settings where educational supports and opportunities may be less available,⁵³ and a greater likelihood of juvenile justice system involvement. Evidence suggests that Latinx boys, in general, may be disproportionately targeted for disciplinary action in schools, compared to their White peers,⁵⁴ and that LGBTQ students are also disproportionately targeted for school disciplinary action.⁵⁵ Thus, Latinx LGBTQ students are likely at even greater risk of being disciplined inappropriately or disproportionately. We examined three categories of school disciplinary action: in-school discipline (including referral to the principal, detention, and in-school suspension), out-of-school discipline (including out-of-school suspension and expulsion), and having had contact with the criminal justice or juvenile justice system as a result of school discipline, such as being arrested and serving time in a detention facility. As shown in Figure 2.1, approximately two-fifths of students (39.5%) reported having ever been disciplined at school, most commonly in-school discipline. A small percentage of students had had contact with law enforcement as a result of school discipline (1.9%).

Figure 2.1 Percentage of Latinx LGBTQ Students Who Experienced School Discipline

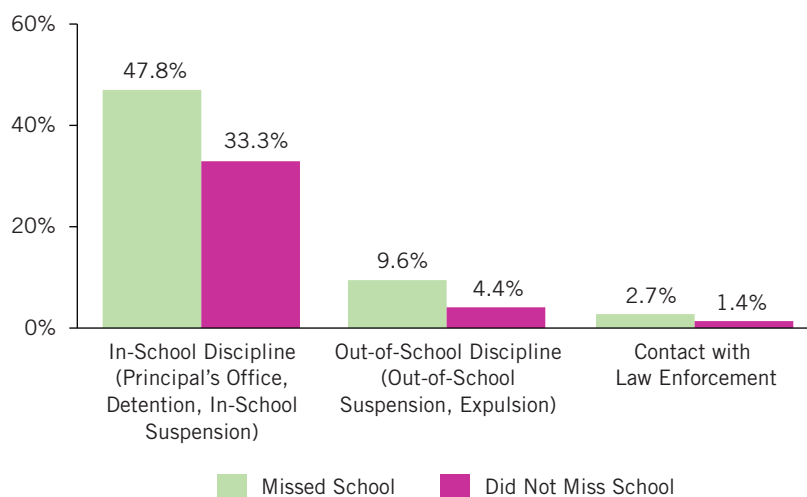


Differences in discipline by school racial composition. Some research indicates that the number of security measures in place at a school (such as security guards and metal detectors) may be greater for schools with a larger number of Black and Latinx students,⁵⁶ which may result in disproportionate levels of disciplinary action. Thus, we examined whether experiences of school discipline for Latinx LGBTQ youth were related to the racial composition of the school they attended. We found that Latinx LGBTQ youth in majority-Black schools were nearly twice as likely to experience out-of-school discipline than those attending majority-Latinx schools (10.9% vs. 4.6%), but did not observe any differences with other forms of discipline.⁵⁷ In part, the difference we found regarding out-of-school discipline may be related to the racial/ethnic identities of Latinx students in majority-Black schools. Further analysis indicates that Latinx LGBTQ students in majority-Black schools are more likely than those in majority-Latinx schools to identify as both Latinx and Black.⁵⁸ Given the preponderance of evidence that Black students are disproportionately targeted for disciplinary action in school,⁵⁹ it may be that Latinx LGBTQ students who also identify as Black are more likely to experience out-of-school discipline than their Latinx LGBTQ peers who do not also identify as Black. In fact, after controlling for whether Latinx LGBTQ students identified as Black, the relationship was no longer observed.⁶⁰ Additional research is warranted to explore the influence of school racial composition on the disciplinary experiences of Latinx LGBTQ students.

Impact of victimization and safety on school discipline. Several factors may be associated with LGBTQ students' school disciplinary experiences, including factors stemming from unsafe school environments. As we found in GLSEN's *2017 National School Climate Survey*, LGBTQ students in general are often disciplined when they are, in fact, the victim of harassment or assault. Thus, we examined whether higher rates of victimization were related to higher rates of school discipline among Latinx LGBTQ students specifically. For all three forms of school discipline (in-school discipline, out-of-school discipline, and contact with law enforcement), increased victimization based on sexual orientation, gender expression, and race/ethnicity were each related to increased reports of disciplinary experiences for Latinx LGBTQ students.⁶¹

LGBTQ students who are victimized at school may also miss school because they feel unsafe, and thus, face potential disciplinary consequences for truancy. We found that Latinx LGBTQ students who missed more days of school were more likely to experience all three forms of discipline (in-school, out-of-school, and contact with law enforcement).⁶² For instance, as shown in Figure 2.2, just under half of Latinx LGBTQ students (47.8%) who missed at least one day of school in the last month because they felt unsafe experienced some form of in-school discipline, compared to a third of students (33.3%) who did not miss any school for safety reasons.

Figure 2.2 Experiences of School Discipline by Missing School due to Feeling Unsafe
(Percentage of Latinx LGBTQ Students Who Experienced School Discipline)



Impact of discriminatory school policies and practices on school discipline. Schools often employ discriminatory practices that, in turn, create more opportunities for disciplinary action taken against LGBTQ students. In our survey, we asked LGBTQ students about a number of specific LGBTQ-related discriminatory school policies and practices that they may have personally experienced, such as being disciplined for public displays of affection, prevented from starting a GSA, and other forms of gender-related discrimination (e.g., prevented from using the bathrooms or locker rooms that align with their gender, prevented from using their chosen name or pronouns). We found that over half of Latinx LGBTQ students (57.7%) experienced anti-LGBTQ discriminatory school policies and practices, and that these experiences were related to school disciplinary action. As illustrated in Figure 2.3, we found that Latinx LGBTQ students who experienced anti-LGBTQ discrimination in school were more likely to experience both in-school and out-of-school-discipline than those who did not experience discrimination.⁶³ We did not find, however, that anti-LGBTQ discrimination was related to having contact with law enforcement.

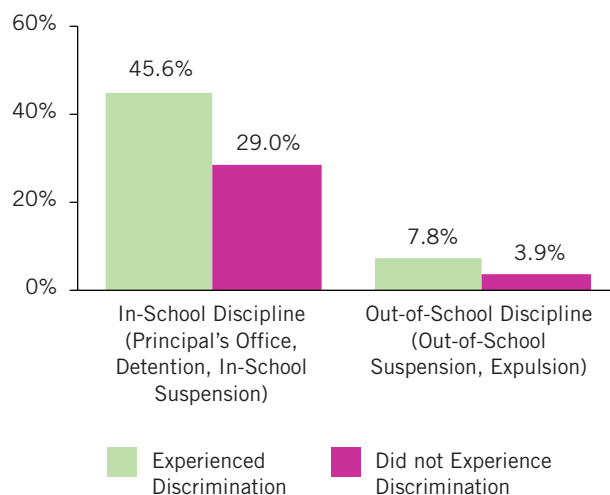
Differences in discipline by transgender status. Previous research from GLSEN has demonstrated that transgender and other gender nonconforming (trans/GNC) students experience higher rates of in-school discipline and out-of-school discipline, compared to cisgender LGBTQ students.⁶⁴ Among Latinx LGBTQ students, we similarly found that trans/GNC students experienced greater levels

of in-school discipline (42.1% vs. 35.3%) and out-of-school discipline (7.6% vs. 5.1%), but observed no differences regarding contact with law enforcement.⁶⁵ Given the relationship we found between victimization and school discipline, it may be that trans/GNC Latinx students' increased risk for anti-LGBTQ victimization (as previously discussed in this report) results in their increased risk for school discipline. In fact, after controlling for anti-LGBTQ victimization, we no longer observed a relationship between trans/GNC identity and disciplinary action.⁶⁶

Differences in discipline by multiple racial/ethnic identities. Prior research has found that among secondary school students, students who identify with two or more racial/ethnic identities are at greater risk for school disciplinary action than many of their peers.⁶⁷ Similarly, we found that, as compared with those who only identify as Latinx, Latinx LGBTQ students who endorsed multiple racial/ethnic identities were more likely to experience both in-school disciplinary action (41.3% vs. 35.6%) and out-of-school disciplinary action (8.2% vs. 4.3%), although we did not observe differences regarding contact with law enforcement.⁶⁸

Impact of school discipline on educational outcomes. School disciplinary action may impinge on a student's educational success. Exclusionary school disciplinary practices, those that remove students from the classroom, may lead to poorer grades and a diminished desire to continue on with school. In fact, we found that Latinx LGBTQ

Figure 2.3 Experiences of School Discipline by Anti LGBTQ Discrimination
(Percentage of Latinx LGBTQ Students Who Experienced School Discipline)



students' experiences with all three forms of discipline (in-school discipline, out-of-school discipline, and contact with law enforcement) were related to diminished educational aspirations⁶⁹ and lower grade point averages (GPA).⁷⁰

School-Based Supports and Resources for Latinx LGBTQ Students

In our *2017 National School Climate Survey* report, we demonstrated the positive impact of LGBTQ-related school resources and supports on the educational outcomes and well-being of LGBTQ students overall. Unfortunately, we also found that many LGBTQ students did not have access to these types of resources in school. Thus, in this section, we examine the availability and utility of school supports, including LGBTQ-related school supports as well as student-led ethnic/cultural clubs, for Latinx LGBTQ students. We also examine how the availability of these supports may be related to various demographic and school characteristics, such as school location and student body racial composition.

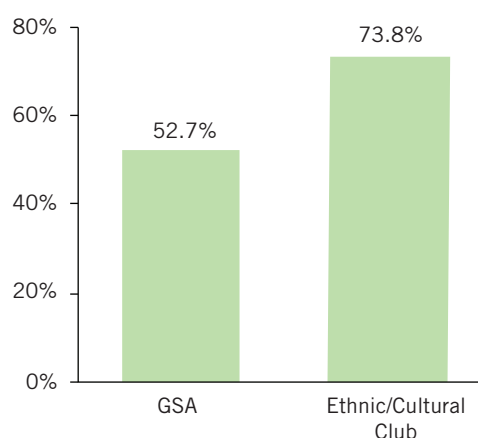
GSAs. GSAs, often known as Gay-Straight Alliances or Gender and Sexuality Alliances, are student-led clubs that address LGBTQ student issues and can be supportive spaces for LGBTQ students. GSAs may provide LGBTQ students with a safe and affirming space within a school environment that may be hostile. Similar to LGBTQ students in general, just over half of Latinx LGBTQ students (52.7%) reported having a GSA at their school (see Figure 2.4).

Some literature suggests that some GSAs may be less likely to respond to the needs of LGBTQ youth of color than the needs of White LGBTQ youth,⁷¹ which could indicate that schools with greater populations of youth of color may be less likely to have a GSA. Thus, we examined whether school racial composition (i.e., whether the student body was predominantly Latinx, White, another non-White race/ethnicity, or had no racial/ethnic majority) was related to the presence of GSAs for Latinx LGBTQ students. We found that Latinx LGBTQ students in majority-White schools were more likely to have a GSA than those in majority-Latinx schools (55.8% vs. 48.8%), but did not observe any other differences.⁷² Further research is warranted regarding how school racial composition impacts GSA formation.

We also found that the location of Latinx LGBTQ students' schools, including the schools' region (Northwest, South, Midwest, West) and locale (urban, suburban, rural) were related to the availability of GSAs.⁷³ Latinx LGBTQ students in suburban schools were most likely to have a GSA at their school, followed by those in urban schools, with students in rural schools being least likely to have a GSA. Regarding region, Latinx LGBTQ students who attended schools in the Northeast and West were most likely to have a GSA, and those in the South were least likely.

GSAs and other similar student clubs can provide a safe and affirming school environment for LGBTQ students and their allies to meet, socialize, and advocate for change in their school communities.⁷⁴ Even for LGBTQ students who do not attend GSA meetings, having such a club may signal that an LGBTQ-supportive community exists in their school. Thus, students who have a GSA may feel more connected to school and be less likely to miss school. Also, in that GSAs can often effect change in the school by helping to create a safer environment for LGBTQ students, LGBTQ students with a GSA may be less likely to feel unsafe at school, and may feel a greater sense of belonging to the school community. In fact, we found that Latinx LGBTQ students with a GSA at their school were less likely to miss school due to safety concerns (29.6% vs. 41.0%) and felt more connected to their school community than those who did not have a GSA.⁷⁵ Latinx LGBTQ students who had a GSA at their school were also less likely to feel unsafe because of their sexual

Figure 2.4 Availability of GSAs and Ethnic/Cultural Clubs
(Percentage of Latinx LGBTQ Students Who Reported Having Club at Their School)



orientation (48.0% vs. 62.7%) and were slightly less likely to feel unsafe regarding their gender expression (41.1% vs. 47.8%). We also found that Latinx LGBTQ students with a GSA were somewhat less likely to feel unsafe regarding their race/ethnicity (20.4% vs. 24.4%).⁷⁶ Further research is warranted regarding the possible connections between the presence of GSAs and feelings of safety for students of color.

Ethnic/cultural clubs. Ethnic/cultural clubs that bring together students of a particular racial, ethnic, and/or cultural background can offer a supportive space in school for those students. We found that the majority of Latinx LGBTQ students (73.8%) reported that their school had an ethnic or cultural club at their school (see Figure 2.4). We also examined whether certain school characteristics were related to the availability of ethnic/cultural clubs, including racial composition, region, and locale. Ethnic/cultural club presence was not related to school racial composition. However, we did find that Latinx LGBTQ students who attended school in the West were more likely than those in the Northeast or South to have an ethnic/cultural club at school. We also found that students in suburban schools were most likely to have an ethnic/cultural club, followed by those in urban schools, with those in rural schools being least likely to have an ethnic/cultural club.⁷⁷

Even for those that do not attend ethnic/cultural club meetings, having such a club may signal the existence of a supportive community of peers at school or a more supportive school environment in general, as we have found with GSAs. We, in fact, found that Latinx LGBTQ youth with an ethnic/cultural club at their school felt more connected to their school community and were less likely to feel unsafe regarding their race/ethnicity (21.0% vs. 26.0% of those without a club). We also found that Latinx LGBTQ students with ethnic/cultural clubs were somewhat less likely to feel unsafe regarding their sexual orientation (53.9% vs. 58.4%).⁷⁸

It is interesting to note that the presence of GSAs and ethnic/cultural clubs were both related to decreased likelihood in feeling unsafe at school regarding both sexual orientation and race/ethnicity. It could be that having any type of diversity-related club may help to promote feelings of safety for Latinx LGBTQ youth. Such clubs may indicate a network of supportive peers at school as well as signal that the school may be responsive to and supportive of the diversity of its student population. Further research is warranted, exploring the potential benefits of supportive student clubs for students with multiple marginalized identities.

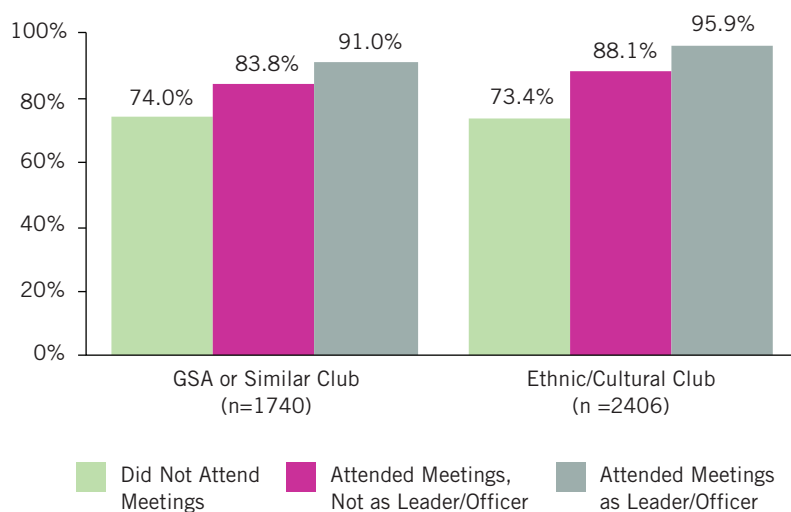
Insight on Club Participation and Leadership

As discussed previously, having a GSA or ethnic/cultural club at school is associated with several benefits for Latinx LGBTQ students. However, it is also important to understand the possible benefits for Latinx LGBTQ students from participating in these clubs. Prior research has demonstrated that participation in GSAs may mitigate some of the harmful effects of anti-LGBTQ victimization.⁷⁹ There is also evidence that ethnic/cultural clubs may provide a means of cultural validation for students of color.⁸⁰ However, there has been little research on the benefits of participation in these clubs for LGBTQ students of color. Thus, we examined Latinx LGBTQ students' rates of participation in these clubs, and whether participation was related to the school's racial composition. We also examined the effects of participation on school belonging. Finally, given that such clubs may encourage students to work toward social and political change,⁸¹ we also examined the relationship between club participation and civic engagement.

GSA participation. As previously noted, only about half of Latinx LGBTQ students (52.7%) had a GSA at their school, although the majority of those with a GSA participated in the club (62.4%), and about one-fifth (22.3%) participated as an officer or a leader. We also examined whether rates of club participation were related to demographic and school characteristics, including school racial composition as well as whether the student was born outside the U.S. or identified with multiple racial/ethnic identities, but did not observe the relationships to be significant.⁸²

Given our finding elsewhere in this report that Latinx LGBTQ students with a GSA felt more connected to their school community, we examined whether participating in a GSA furthered that relationship. However, we did not observe a significant relationship between GSA participation and school belonging.⁸³

Student Activism and Club Participation
(Percentage of Latinx LGBTQ Students Who Participated in Some Form of Activism, Among Those with Club Available at School)



We found that GSAs may offer students opportunities and instill skills to work towards more inclusive schools and communities. For example, Latinx LGBTQ GSA leaders felt more comfortable bringing up LGBTQ issues in class than both GSA members and those who did not attend GSA meetings.⁸⁴ As seen in the figure, we also found that GSA leaders and members were both more likely than GSA non-members to engage in some form of activism (91.0% vs. 83.8% vs. 74.0%, respectively). Specifically, we found that GSA members were more likely than those who did not attend meetings to participate in several forms of activism, including: a GLSEN Day of Action (such as Day of Silence)⁸⁵; an event where people express their political views (such as a poetry slam or youth forum); a boycott; and, a rally, protest, or demonstration for a cause. Further, we also found that GSA leaders were more likely than those who did not attend GSA meetings to: volunteer to campaign for a cause; contact government

officials about issues important to them; and express their views on social media.⁸⁶

Latinx LGBTQ students who participate in GSAs may also face challenges at school regarding their LGBTQ identity. We found that both GSA leaders and GSA members experienced greater levels of victimization due to sexual orientation and due to gender expression than those who did not attend meetings, with leaders facing the greatest levels of victimization.⁸⁷ It could be that greater levels of anti-LGBTQ harassment compel Latinx LGBTQ students to participate in their school's GSA, as a source of support or a means of

taking action. It may also be that students who participate in their GSA are more visible as LGBTQ and, thus, more likely to be targeted for anti-LGBTQ victimization than their peers, particularly if they lead their GSA. Further research is warranted regarding the reasons that compel LGBTQ students to participate in GSAs, and the impacts of GSA leadership.

Ethnic/cultural club participation. As previously noted, the majority of Latinx LGBTQ students (73.8%) had an ethnic/cultural club at their school; however, only 10.7% of those with such a club attended meetings, with 1.5% who participated as an officer or a leader. Although the percentage of those participating in these clubs may seem low, it is important to note that some may have an ethnic/cultural club at their school for an ethnic or cultural community with which they do not identify.

We also examined whether rates of ethnic/cultural club participation were related to demographic and school characteristics. We found that Latinx LGBTQ students were more likely to participate in their ethnic/cultural club if they attended a majority-White school (12.7% vs. 8.8% of those at majority-Latinx schools) or if they were born outside the U.S. (17.1% vs. 10.2% of those born in the U.S.). However, having multiple racial/ethnic identities was not associated with different rates of club participation.⁸⁸

Ethnic/cultural clubs may create a space for students of a particular racial, ethnic, or cultural background to meet, offering a network of peer support with other Latinx youth at school. In fact, we found that Latinx LGBTQ ethnic/cultural club members had a greater sense of school belonging than non-members.⁸⁹

As with GSA participation, we also found that Latinx LGBTQ students' involvement in their school's ethnic/cultural club was related to engagement in activism. As seen in the figure, club leaders and members were both more likely to engage in activism than non-members (95.9% vs. 88.1% vs. 73.4%, respectively). Specifically, ethnic/cultural club members and leaders were more likely than non-members to participate all of the forms of activism discussed previously, including a GLSEN Day of Action.⁹⁰

We also found that ethnic/cultural club participants experienced slightly greater levels of race-based harassment than non-members.⁹¹ In part, this may be because Latinx LGBTQ students were more likely to participate in their ethnic/cultural club if they attended a majority-White school, where they may have a greater risk for race-based victimization. In fact, we found that Latinx LGBTQ students in majority-White schools reported the highest levels of race-based victimization,⁹² and that after controlling for school racial composition, the relationship between club participation and victimization was no longer observed.⁹³

Conclusions. GSA and ethnic/cultural club participation were both associated with positive outcomes for Latinx LGBTQ students. Both types of clubs may help to promote civic engagement among club members. However, given that this relationship differed based on type of civic engagement and level of club participation, future research is warranted regarding specific GSA and ethnic/cultural club activities that may promote political action and advocacy efforts among club members.

Although previous findings in this report indicate that having a GSA is related to greater feeling of safety and belonging for Latinx LGBTQ students, GSA participation was associated with greater levels of anti-LGBTQ victimization. GSA members may be targeted more for victimization because of increased visibility as being LGBTQ. However, it may also be that students who experience greater levels of victimization attend GSA meetings as a support-seeking measure, as prior research has suggested.⁹⁴ Further research is needed, examining Latinx LGBTQ student GSA members and non-members over time, and exploring the causal relationships between GSA presence and participation, peer victimization, and student well-being.

Finally, we found that ethnic/cultural clubs may promote stronger connections to the school community for Latinx LGBTQ students. Given the higher rates of race-based harassment and increased levels of club participation at majority-White schools, these clubs may be especially important for Latinx youth at majority-White schools. We also found that Latinx LGBTQ students born outside the U.S. were particularly likely to participate in ethnic/cultural clubs. Given our previous finding that immigrant Latinx LGBTQ youth are more likely to feel unsafe about their race/ethnicity, the increased school belonging associated with ethnic/cultural clubs may be especially important for this population of students as well. Thus, it is important for those that lead Latinx-serving ethnic/cultural student clubs to be attentive to the needs of immigrant students, as well those facing race-based harassment.

Supportive school personnel. Previous research has established that for LGBTQ students in general, having supportive teachers, principals, and other school staff and administration has benefits for both educational and psychological outcomes. However, educators who are supportive of LGBTQ students may vary in their ability to respond to the needs of youth of color.⁹⁵ Thus, the benefits of such staff may be different for Latinx LGBTQ students. In our survey, we asked students how many school staff they could identify who are supportive of LGBTQ students, and how supportive their school administration is of LGBTQ students. Similar to our findings on LGBTQ students in general from the *2017 National School Climate Survey* report, the vast majority of Latinx LGBTQ students (97.3%) could identify at least one supportive staff member at school and approximately two-fifths (40.4%) reported having many supportive staff (11 or more), as shown in Figure 2.5. Also similar to the general LGBTQ student population, two-fifths of Latinx LGBTQ students (40.9%) reported having a somewhat or very supportive school administration (see Figure 2.6).

We examined whether there were demographic differences among Latinx LGBTQ youth with regard to identifying supportive staff. We found that trans/GNC Latinx students could identify fewer supportive staff, and were less likely to report a supportive administration, than their cisgender LGBQ Latinx peers.⁹⁶ This could indicate a need for greater cultural competency regarding gender identity and expression for educators and administrators in general, including those who demonstrate supportive practices with respect to sexual orientation. We also examined whether there was a relationship between having supportive staff or administration and whether a student had multiple racial/ethnic identities, but did not observe a significant relationship.⁹⁷

Given that Latinx LGBTQ students often feel unsafe and unwelcome in school, as discussed earlier in this report, having access to school personnel who provide support for LGBTQ students may be critical for creating better learning environments for Latinx LGBTQ students. Therefore, we examined the relationships between the presence of staff who are supportive of LGBTQ students and several indicators of school climate, including: absenteeism, feelings of safety regarding LGBTQ identity, psychological well-being, feelings of school belonging, and educational achievement and aspirations. Further, Latinx LGBTQ students with staff who are supportive regarding LGBTQ issues may generally feel safer regarding their other marginalized identities as well. Thus, we also examined the relationship between the presence of LGBTQ-supportive school staff and feelings of safety regarding race/ethnicity.

We found that Latinx LGBTQ students who had more staff who were supportive of LGBTQ students:

- were less likely to miss school due to safety concerns (see Figure 2.7);
- were less likely to feel unsafe because of their sexual orientation, gender expression, and race/ethnicity (see also Figure 2.7);
- had greater levels of self-esteem and lower levels of depression;
- had increased feelings of connectedness to their school community;
- had slightly higher GPAs;⁹⁸ and
- had greater educational aspirations.⁹⁹

Figure 2.5 Latinx LGBTQ Students' Reports on the Number of Teachers and Other School Staff Who are Supportive of LGBTQ Students

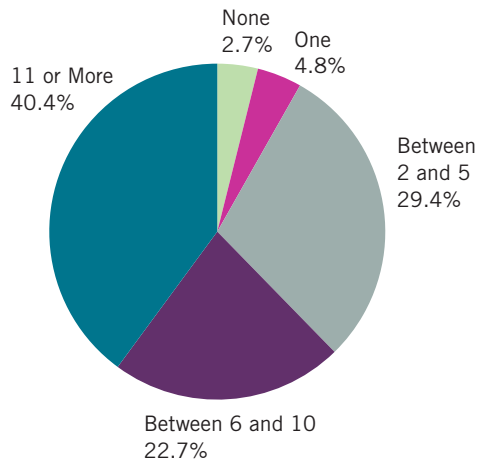


Figure 2.6 Latinx LGBTQ Students' Reports on How Supportive Their School Administration is of LGBTQ Students

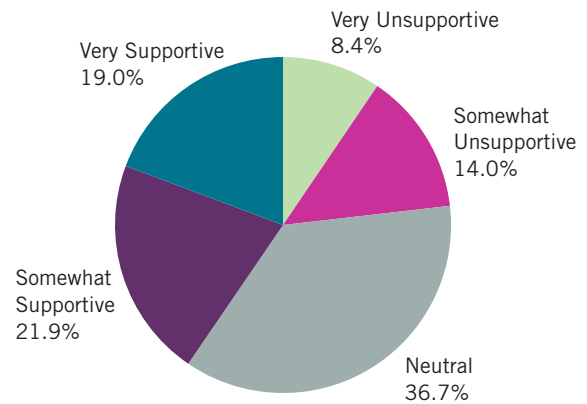
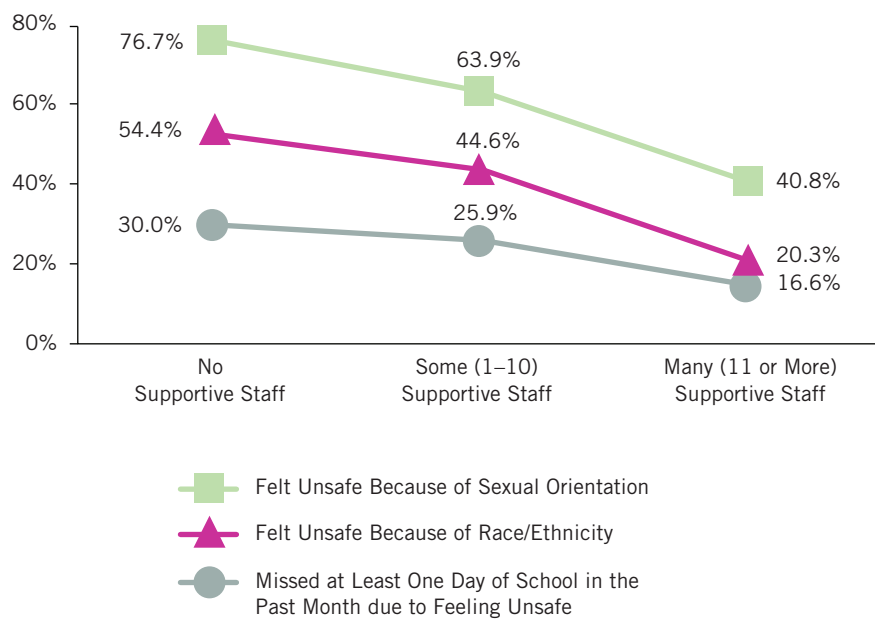


Figure 2.7 Supportive School Staff and Feelings of Safety and Missing School



Insight on Inclusive Curriculum

Findings from GLSEN's *2017 National School Climate Survey* show that having an LGBTQ-inclusive curriculum, such as learning positive information about LGBTQ people, history and events, can positively shape the school experiences of LGBTQ students in general. With regard to LGBTQ curricular inclusion, we found that less than a quarter of Latinx LGBTQ students (22.5%) were taught positive representations of LGBTQ people, history, or events, which is similar to the percentage of the full sample of LGBTQ students.

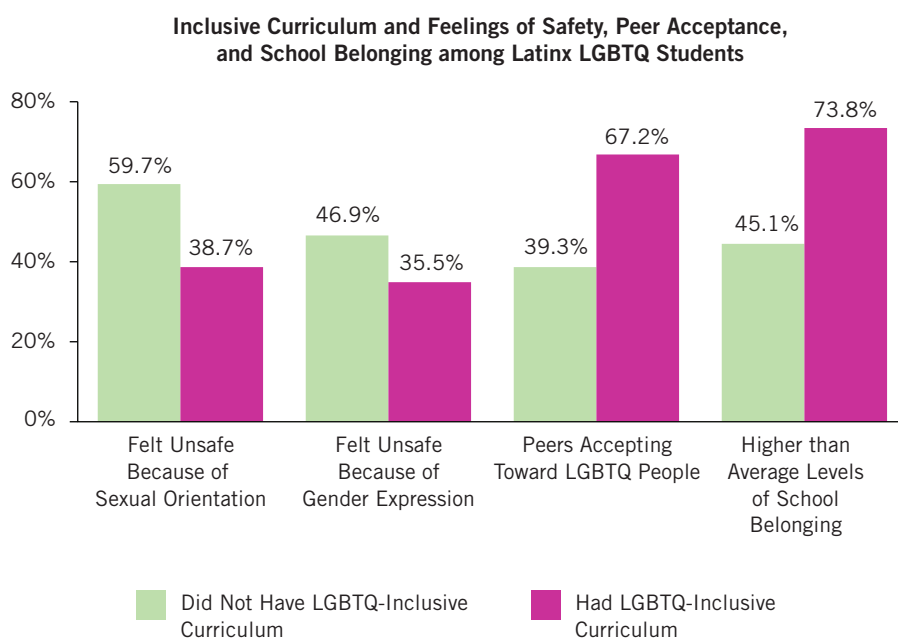
Teaching students about LGBTQ history, people, and events in a positive manner may help Latinx LGBTQ students to feel more valued at school, and it may also promote positive feelings toward LGBTQ students from peers. Thus, we examined the relationship between having an inclusive curriculum and feeling unsafe because of personal characteristics, peer acceptance of LGBTQ people, and school belonging. As shown in the figure, compared to Latinx LGBTQ students who did not have an inclusive curriculum at their school, those who had an inclusive curriculum:

- were less likely to feel unsafe because of their sexual orientation and gender expression;¹⁰⁰
- had peers at school that were more accepting of LGBTQ people;¹⁰¹ and
- felt more connected to their school community.¹⁰²

Interestingly, Latinx LGBTQ students who had an inclusive curriculum were also less likely to feel unsafe because of their race/ethnicity (15.5% vs. 24.3%).¹⁰³ It may be that teaching students positive LGBTQ-related content not only makes peers more accepting of LGBTQ students, but perhaps also more accepting of diversity in general, including racial/ethnic diversity. It is also possible that schools or school districts that include positive representations of LGBTQ topics may also be better with regard to positive racial/ethnic inclusion in their curriculum, policies and practices.

It is important to note that we did not ask questions about other types of curricular inclusion, such as content about Latinx people, history or events. A large body of research has illustrated that providing students of color with a curriculum that highlights the knowledge, experiences, and perspectives of a variety of racial/ethnic groups, can improve academic outcomes and promote a stronger, more positive sense of ethnic identity.¹⁰⁴ This curriculum could work in concert with LGBTQ inclusion to greater benefit Latinx LGBTQ students. Further research is needed to understand the benefits of combining Latinx and LGBTQ curricular inclusion for Latinx LGBTQ youth.

Conclusions. A school curriculum that is inclusive of diverse identities may help to instill beliefs in the intrinsic value of all individuals. We found that Latinx LGBTQ students who were taught positive representations about LGBTQ people, history, or events at school felt more connected to their school community, and felt safer at school not only with regard to their LGBTQ identity, but also their racial/ethnic identity. Therefore, having an LGBTQ curriculum may mitigate anti-LGBTQ victimization, as well as racist victimization for Latinx LGBTQ students. However, such an inclusive curriculum was unavailable for the majority of Latinx LGBTQ youth. Thus, it is imperative that educators are provided with both training and resources to deliver school lessons and activities that reflect the diverse identities and communities present in their classrooms.



Conclusions

In this section, we examined Latinx LGBTQ students' experiences with school practices, particularly school disciplinary action, and school resources and supports. Latinx LGBTQ students experienced high rates of school discipline, and several factors, including both peer victimization and institutional discrimination, were associated with an increased risk for disciplinary action. The connections between disciplinary action and both anti-LGBTQ and race-based bias may also drive demographic disparities in school discipline that we found among Latinx LGBTQ youth. Research and policy initiatives that attempt to address school disciplinary action and conflict resolution must be inclusive of, and respond to, the diverse experiences of Latinx LGBTQ youth. Moreover, administrators, policymakers, and teachers should eliminate policies and practices that discriminate against Latinx LGBTQ students and advocate for disciplinary policies that are restorative, rather than punitive. Although we did not observe many factors related to Latinx LGBTQ youth's experiences with law enforcement, this may be due to the very low number of Latinx LGBTQ youth who had contact with law enforcement as a result of school discipline.

Overall, having access to school supports and resources helps to improve school safety and educational outcomes for Latinx LGBTQ students. However, as our findings indicate, many Latinx LGBTQ students do not have access to these supportive resources. For example, many Latinx

LGBTQ students do not have a GSA at their school, and they are even less likely to have a GSA in a majority-Latinx school, as compared to a majority-White school. We found that GSAs, ethnic/cultural clubs, and supportive school staff are all critical supports that improve the psychological well-being and academic outcomes of Latinx LGBTQ students. It is important that educators, administrators, policymakers, and safe schools advocates work to promote both supportive student clubs as well as trainings for current and future school staff to respond to the needs of Latinx LGBTQ students. Given the inequities in funding that have been identified between majority-White schools and those that primarily serve students of color,¹⁰⁵ it is particularly important to invest in professional development for educators that serve students of color.

It is important to note that ethnic/cultural clubs were the only school resource we were able to examine that directly address race or ethnicity and thus, we have little data on school supports that explicitly address the needs of youth of color. For instance, we do not know whether Latinx LGBTQ students are exposed to positive representations of Latinx people, history, and events and how such representations may be beneficial for their educational experience or well-being. Given that Latinx LGBTQ students lie at the intersection of multiple forms of bias, future research should examine supports that holistically address these collective biases.

Discussion

Limitations

The findings presented in this report provide new information and valuable insight on the school experiences of Latinx LGBTQ students. However, there are some limitations to our study. The participants in this study were only representative of those who self-identified as lesbian, gay, bisexual, transgender, or queer, and have some connection to the LGBTQ community either through local organizations or online, and LGBTQ youth who were not comfortable identifying their sexual orientation in this manner may not have learned about the survey. Therefore, participants in this study did not include those who self-identified as LGBTQ but had no connection to the LGBTQ community. The participants in this study also did not include students who have a sexual attraction to the same gender or multiple genders, but do not identify themselves as LGBTQ.

In the survey, there were several instances where we asked about school experiences regarding sexual orientation, gender identity, and gender expression, but did not ask similar or parallel questions regarding race/ethnicity. For instance, we did not ask about discriminatory policies or practices regarding race/ethnicity, which would have provided a more comprehensive understanding of the discrimination that Latinx LGBTQ students experience in school. We also did not ask in the survey about whether staff or administration are supportive of Latinx students, or about exposure to positive representations of Latinx people, history, or events. Given that the biases Latinx LGBTQ students experience at school may be related to both their racial/ethnic and their LGBTQ identities, it is important to also know about the support staff and administration can offer with regard to both racism and anti-LGBTQ bias.

In our survey, respondents could indicate that they identified as Latinx, but were not given an opportunity to indicate their family's country of origin. Thus, we were unable to examine how school experiences among Latinx LGBTQ youth may differ by ethnicity. For example, LGBTQ students of Mexican descent may differ from those of Dominican descent or Brazilian descent in their feelings of safety at school, experiences with victimization and disciplinary action, as well as their access to supports and resources. Given the large, culturally diverse nature of the Latinx

community in the U.S., examining the experiences of such sub-groups, as well as the differences between them, could provide more insight into the school experiences of Latinx LGBTQ youth at the intersections of their diverse identities.

It is also important to note that our survey only reflects the experiences of LGBTQ students who were in school during the 2016-2017 school year. Thus, findings from this survey may not necessarily reflect the experiences of Latinx LGBTQ students who had already dropped out of school, whose experiences may be different from students who remained in school.

Conclusions

Findings presented in this report highlight the unique experiences of Latinx LGBTQ students at the intersection of their various identities. We found that many Latinx LGBTQ youth faced victimization at school regarding their LGBTQ and racial/ethnic identities, and those who experienced victimization targeting both identities experienced the poorest academic outcomes and psychological well-being. Further, xenophobia and anti-immigrant sentiment may work to magnify the racism experienced by Latinx LGBTQ students who were born outside the U.S. or who did not learn English as a first language. Experiences of victimization were also particularly severe for both trans/GNC Latinx students as well as those who identified with additional racial/ethnic identities. These variations in school experiences within the population of Latinx LGBTQ students underscore the importance of recognizing students' multiple marginalized identities, and how various biases may work to reinforce one another.

Although victimization experiences were common, the majority of Latinx LGBTQ students never reported the victimization they experienced to school staff, most often because they did not think staff would do anything. In fact, Latinx LGBTQ youth who did report their victimization indicated that two of the most common responses from staff were doing nothing and telling the student to ignore it. Further, we found that Latinx LGBTQ students who were victimized by their peers were more likely to experience exclusionary school discipline, such as detention, suspension,

or expulsion. Thus, Latinx LGBTQ students who experience anti-LGBTQ or race-based victimization may feel either abandoned or, worse, targeted by school staff. This may work to push Latinx LGBTQ students out of educational spaces, exacerbate Latinx students' disproportionately low rates of high school graduation, and heighten general feelings of mistrust for institutions and authority figures that have historically oppressed both Latinx and LGBTQ youth.

We did identify critical school resources that were beneficial to Latinx LGBTQ students. For example, GSAs and ethnic/cultural clubs were each associated with greater feelings of safety at school, in general, as well as greater civic engagement among club members. Ethnic/cultural clubs may be especially important for Latinx LGBTQ immigrant students, given their higher rates of club attendance as well as their decreased feelings of safety regarding race/ethnicity. Although we found benefits associated with GSAs, club participation did not increase school belonging for Latinx LGBTQ students and GSAs were especially uncommon in majority-Latinx schools. This may be indicative of a need for those that work with GSAs to better ensure that such clubs are inclusive and supportive of Latinx LGBTQ students.

LGBTQ-supportive staff and LGBTQ-inclusive curriculum were each associated with greater feelings of school belonging, greater educational outcomes, and improved psychological well-being. However, many Latinx LGBTQ students were unable to identify a large number LGBTQ-supportive staff at their school, and trans/GNC Latinx students were even less likely. More efforts must be made to train future teachers, and invest in professional development for current teachers, to respond to the needs and experiences of the diverse population of Latinx LGBTQ students. As part of this investment, policymakers and safe schools advocates must address inequities in educational funding that disproportionately impact schools that primarily serve students of color.

A small but significant number of students in our sample attended school in Puerto Rico. Given the political and cultural differences between Puerto Rico and the rest of the U.S. (including a heavily Latinx population, and most school instruction being in Spanish), it is important to note the barriers to safe and inclusive schools for Latinx LGBTQ students in Puerto Rico. Findings from

The Puerto Rico School Climate Survey indicate that, similar to LGBTQ students in general, many LGBTQ students in Puerto Rico face unsafe learning environments, that they lack access to important, beneficial school resources, and that GSAs are virtually non-existent on the island.¹⁰⁶ The recent political landscape in Puerto Rico has been complex for LGBTQ students. Although Puerto Rico's government has issued an executive order prohibiting acts of bullying in school based on sexual orientation or gender identity, they have also recently rescinded guidance that would have promoted LGBTQ curricular inclusion and would have allowed transgender students to wear the school uniform and use the school bathroom aligned with their gender identity.¹⁰⁷ Further, Puerto Rico's long-standing financial crisis, recent natural disasters on the island, and a general divestment from public education have all resulted in hundreds of school closures across the island in the past few years, accompanied by a shrinking population of students and teachers.¹⁰⁸ Thus, as education officials work to fortify Puerto Rico's school system, they must do so with an eye toward ensuring educational spaces across the island are safe and inclusive of LGBTQ students. Further, as Puerto Rican students and families relocate, it is important that schools elsewhere in the U.S. admitting new students from Puerto Rico provide staff with cultural competency training to respond to the needs of Puerto Rican LGBTQ students, including those with limited English proficiency.

Recommendations

As educators, advocates, and others concerned with issues of educational equity and access continue to address the myriad forms of oppression found in and out of school, such as racism, heterosexism, homophobia and transphobia, they must also account for the intersections of these forms of oppression. Therefore, addressing the concerns of Latinx LGBTQ students requires a nuanced approach to combating homophobia, transphobia, racism, and xenophobia. Further, it is important to have a greater understanding of the experiences, needs and concerns of Latinx LGBTQ students through specific and focused efforts.

Educators, policymakers, safe school advocates, and others working to make schools a more inclusive space, must continue to seek to understand the multifaceted experiences of Latinx

LGBTQ students, particularly with regard to how we can render accessible specific resources that support these students at school and in larger communities outside of school. This report demonstrates the ways in which the availability of supportive student clubs, supportive educators, and other school-based resources for Latinx LGBTQ students can positively affect their school experiences. We recommend school leaders, education policymakers, and other individuals who want to provide safe learning environments for Latinx LGBTQ students to:

- Support student clubs, such as GSAs and ethnic/cultural clubs. Organizations that work with GSAs and ethnic/cultural clubs should also come together to address Latinx LGBTQ students' needs related to their multiple marginalized identities, including sexual orientation, gender, race/ethnicity, and immigration status.
- Provide professional development for school staff that addresses the intersections of identities and experiences of Latinx LGBTQ students.

- Increase student access to curricular resources that include diverse and positive representations of both Latinx and LGBTQ people, history, and events.
- Establish school policies and guidelines for how staff should respond to anti-LGBTQ and racist behavior, and develop clear and confidential pathways for students to report victimization that they experience. Local, state, and federal education agencies should also hold schools accountable for establishing and implementing these practices and procedures.
- Work to address the inequities in funding at the local, state, and national level to increase access to institutional supports and education in general, and to provide more professional development for educators and school counselors.

Taken together, such measures can move us towards a future in which all students have the opportunity to learn and succeed in school, regardless of sexual orientation, gender identity, gender expression, race, or ethnicity.

Endnotes

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- 13 Sexual orientation was assessed with a multi-check question item (i.e., gay, lesbian, straight/heterosexual, bisexual, pansexual, questioning, queer, and asexual) with an optional write-in item for sexual orientations not listed. Students in the categories Queer, Another Sexual Orientation, and Questioning/Unsure did not also indicate that they were gay/lesbian, bisexual, or pansexual.
- 14 Pansexual identity is commonly defined as experiencing attraction to some people, regardless of their gender identity. This identity may be distinct from a Bisexual identity, which is commonly described as either experiencing attraction to some male-identified people and some female-identified people or as experiencing attraction to some people of the same gender and some people of different genders.
- 15 Students who indicated that they were asexual and another sexual orientation were categorized as another sexual orientation. Additionally, students who indicated that their only sexual orientation was asexual and also indicated that they were cisgender were not included in the final study sample. Therefore, all students included in the Asexual category also are not cisgender (i.e., are transgender, genderqueer, another nonbinary identity, or questioning their gender). For further examination of school climate for asexual-identifying students in our sample, see the *School Climate and Sexual Orientation* section.
- 16 Race/ethnicity was assessed with a single multi-check question item (i.e., African American or Black; Asian or South Asian; Native Hawaiian or other Pacific Islander; Native American, American Indian, or Alaska Native; White or Caucasian; Hispanic or Latino/a; and Middle Eastern or Arab American) with an optional write-in item for race/ethnicities not listed. All participants included in this report identified as Hispanic or Latino/a. Percentages are listed for students who selected other racial/ethnic identities in addition to Hispanic or Latino/a.
- 17 For Latinx individuals in particular, the terms “Native American” and “American Indian” may refer to indigenous ancestry from lands within North America, Latin America, and/or the Caribbean.
- 18 It is important to note that we do not know the immigration status of the parents/guardians of students in our survey. Therefore, it is possible that students in the survey who were born outside the U.S. and its territories have U.S. citizenship because one of their parents/guardians does, and would not technically be immigrants to the U.S.. Therefore, U.S. citizens born outside the U.S. may include both immigrants and non-immigrants.
- 19 Gender was assessed via three items: an item assessing sex assigned at birth (i.e., male or female), an item assessing gender identity (i.e., male, female, nonbinary, and an additional write-in option), and a multiple response item assessing sex/ gender status (i.e., cisgender, transgender, genderqueer, intersex, and an additional write-in option). Based on responses to these three items, students' gender was categorized as: Cisgender Male, Cisgender Female, Cisgender Unspecified (those who did not provide any sex at birth or gender identity information), Transgender Male, Transgender Female, Transgender Nonbinary, Transgender Unspecified (those who did not provide any gender identity information), Genderqueer, Another Nonbinary Identity (i.e., those who indicated a nonbinary identity but did not indicate that they were transgender or genderqueer, including those who wrote in identities such as “gender fluid” or “demi gender”), or Questioning/Unsure.
- 20 Receiving educational accommodations was assessed with a question that asked students if they received any educational support services at school, including special education classes, extra time on tests, resource classes, or other accommodations.
- 21 Students were placed into region based on the state where their school was located – Northeast: Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, Washington, DC; South: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia; Midwest: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin; West: Alaska, Arizona, California,

- Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming; U.S. Territories: American Samoa, Guam, Northern Mariana Islands, Puerto Rico, U.S. Virgin Islands.
- 22 Mean differences in reasons for feeling unsafe were examined using a repeated measures multivariate analysis of variance (MANOVA). The multivariate effect was significant: Pillai's trace = .58, $F(10, 3340) = 467.92$, $p < .001$. Pairwise comparisons were considered at $p < .05$. Significant differences were found between all reasons with the exception of: because of an actual/perceived disability and actual/perceived religion were not different from each other, and; because of citizenship status and how well the student speaks English were not different from each other. Percentages are shown for illustrative purposes.
 - 23 A chi-square test was conducted to examine differences in feeling unsafe due to race/ethnicity by immigration status. The effect was significant: $\chi^2(1) = 6.27$, $p < .05$, $\phi = .043$.
 - 24 Mean differences in rates of hearing biased language were examined using a repeated measures multivariate analysis of variance (MANOVA). The multivariate effect was significant: Pillai's trace = .38, $F(5, 3333) = 408.71$, $p < .001$. Pairwise comparisons were considered at $p < .05$. Significant differences were found between all forms of biased language with the exception of: negative remarks about transgender people and comments about not acting "feminine" enough were not different from each other. Percentages are shown for illustrative purposes.
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 - 26 Mean differences in rates of experiencing different forms of victimization were examined using a repeated measures multivariate analysis of variance (MANOVA). The multivariate effect was significant: Pillai's trace = .18, $F(2, 3267) = 349.19$, $p < .001$. Pairwise comparisons were considered at $p < .05$. Significant differences were found between all forms of victimization. Percentages are shown for illustrative purposes.
 - 27 The relationships between missing school, school belonging, and depression and severity of victimization due to sexual orientation were examined through Pearson correlations. Missing school: $r(3304) = .43$, $p < .001$; school belonging: $r(3309) = -.39$, $p < .001$; depression: $r(3275) = .35$, $p < .001$.
The relationship between educational aspirations and victimization due to sexual orientation was examined using an analysis of variance (ANOVA), with victimization as the dependent variable and educational aspirations as the independent variable. The effect was significant: $F(5, 3268) = 10.60$, $p < .001$, $\eta_p^2 = .02$. Post hoc comparisons were considered at $p < .05$. Those not planning to graduate high school or unsure of their high school graduation plans experienced greater levels of victimization than all others; and, those planning to pursue an associate's degree experienced greater levels of victimization than those planning to pursue a bachelor's degree as well as those planning to pursue a graduate degree. There were no other observable differences. Percentages are shown for illustrative purposes.
 - 28 The relationship between missing school, school belonging, and depression and severity of victimization due to race/ethnicity was examined through Pearson correlations. Missing school: $r(3334) = .27$, $p < .001$; school belonging: $r(3339) = -.31$, $p < .001$; depression: $r(3304) = .27$, $p < .001$.
The relationship between educational aspirations and victimization due to race/ethnicity was examined using an analysis of variance (ANOVA), with victimization as the dependent variable and educational aspirations as the independent variable. The effect was significant: $F(5, 3295) = 2.83$, $p < .05$, $\eta_p^2 = .004$. Post hoc comparisons were considered at $p < .05$. Those not planning to graduate high school or unsure of their high school graduation plans experienced greater levels of victimization than those planning to pursue a bachelor's degree as well as those planning to pursue a graduate degree. There were no other observable differences. Percentages are shown for illustrative purposes.
 - 29 Kosciw, J. G., Greytak, E. A., Zongrone, A. D., Clark, C. M., & Truong, N. L. (2018). *The 2017 National School Climate Survey: The experiences of lesbian, gay, bisexual, transgender, and queer youth in our nation's schools*. New York: GLSEN.
 - 30 To examine differences in severity of victimization, a multivariate analyses of variance (MANOVA) was conducted, with three dependent variables: severity of victimization due to sexual orientation, due to gender expression, and due to race/ethnicity. The independent variable was whether students identified as cisgender or as trans/GNC. The main effect was significant: $F(3, 3015) = 126.02$, $p < .001$, $\eta_p^2 = .11$. Pairwise comparisons were considered at $p < .05$: trans/GNC students were more likely to experience all three forms of victimization, but the effect size was smallest for victimization due to race/ethnicity. Sexual orientation: $p < .001$, $\eta_p^2 = .02$; gender expression: $p < .001$, $\eta_p^2 = .09$; race/ethnicity: $p < .01$, $\eta_p^2 = .003$. Percentages are shown for illustrative purposes.
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 - 32 Herman, M. (2004). Forced to choose: Some determinants of racial identification in multiracial adolescents. *Child Development*, 75(3), 730–748.
 - 33 Renn, K. A. (2000). Patterns of situational identity among biracial and multiracial college students. *The Review of Higher Education*, 23(4), 399–420.
 - 34 To examine differences in severity of victimization, a multivariate analyses of variance (MANOVA) was conducted, with three dependent variables: severity of victimization due to sexual orientation, due to gender expression, and due to race/ethnicity. The independent variable was whether students identified only as Latinx or endorsed one or more racial/ethnic identities in addition to Latinx. The main effect was significant: $F(3, 3208) = 2.98$, $p < .001$, $\eta_p^2 = .003$. Pairwise comparisons were considered at $p < .05$: students who endorsed multiple racial/ethnic identities were more likely to experience all three forms of victimization. Sexual orientation: $p < .05$, $\eta_p^2 = .002$; gender expression: $p < .05$, $\eta_p^2 = .002$; race/ethnicity: $p < .05$, $\eta_p^2 = .001$. Percentages are shown for illustrative purposes.
 - 35 Pew Research Center. (2015). *Multiracial in America: Proud, diverse, and growing in numbers*. Washington, D.C.
 - 36 Pottie, K., Dahal, G., Georgiades, K., Premji, K., & Hassan, G. (2015). Do first generation immigrant adolescents face higher rates of bullying, violence and suicidal behaviours than do third generation and native born? *Journal of Immigrant and Minority Health*, 17(5), 1557–1566.
 - 37 It is important to note that, although English language learners may be perceived as foreign by their peers, the majority of English language learners in U.S. schools were born in the U.S. Read more: Bialik, K., Scheller, A., & Walker, K. (2018). 6 facts about English Language learners in U.S. public schools. Pew Research Center. <https://www.pewresearch.org/fact-tank/2018/10/25/6-facts-about-english-language-learners-in-u-s-public-schools/>
 - 38 To examine differences in race-based victimization by whether a student learned English as one of their first languages, we conducted an analysis of covariance (ANCOVA) with victimization due to race/ethnicity as the dependent variable and whether a student learned English as a first language as the independent variable, while controlling for school locale and whether a student identified with multiple racial/ethnic identities. The main effect was significant: $F(1, 3268) = 11.62$, $p < .01$, $\eta_p^2 = .004$.
To examine differences in race-based victimization by whether a student was born in the U.S., we conducted a similar ANCOVA, with whether a student was born in the U.S. as the independent variable. The effect was not significant.
 - 39 The full percentage breakdowns are as follows – did not experience victimization due to sexual orientation or race/ethnicity: 22.8%; experienced victimization due sexual orientation, but not race/ethnicity: 27.6%; experienced victimization due to race/ethnicity, but not sexual orientation: 8.0%; experienced victimization due to both sexual orientation and race/ethnicity: 41.6%.
 - 40 To examine differences in number of school days missed, a one-way analyses of variance (ANOVA) was conducted, with number of school days missed due to feeling unsafe as the dependent variable. The independent variable was whether students experienced victimization based on sexual orientation, based on race/ethnicity, or both. The main effect was significant: $F(3, 3317) = 125.48$, $p < .001$, $\eta_p^2 = .10$. Pairwise comparisons were considered at $p < .05$: students who experienced both forms of victimization missed more days than all others; students who only experienced victimization based on sexual orientation missed more

- days than those who only experienced victimization based on race/ethnicity as well as those who experienced neither; there was no difference between students who only experienced victimization based on race/ethnicity and those who experienced neither. Percentages are shown for illustrative purposes.
- 41 To examine differences in levels of school belonging, a one-way analyses of variance (ANOVA) was conducted, with school belonging as the dependent variable. The independent variable was whether students experienced victimization based on sexual orientation, based on race/ethnicity, or both. The main effect was significant: $F(3, 3322) = 153.78, p < .001, \eta_p^2 = .12$. Pairwise comparisons were considered at $p < .05$: students who experienced both forms of victimization had lower levels of belonging than all others; students who only experienced victimization based on sexual orientation were not significantly different from those who only experienced victimization based on race/ethnicity; students who experienced neither form of victimization had the highest levels of belonging. Percentages are shown for illustrative purposes.
 - 42 To examine differences in levels of depression, a one-way analyses of variance (ANOVA) was conducted, with depression as the dependent variable. The independent variable was whether students experienced victimization based on sexual orientation, based on race/ethnicity, or both. The main effect was significant: $F(3, 3287) = 108.45, p < .001, \eta_p^2 = .09$. Pairwise comparisons were considered at $p < .05$: students who experienced both forms of victimization had higher levels of depression than all others; students who only experienced victimization based on sexual orientation were not significantly different from those who only experienced victimization based on race/ethnicity; students who experienced neither form of victimization had the lowest levels of depression. Percentages are shown for illustrative purposes.
 - 43 Kumpfer, K. L. (1999). Factors and processes contributing to resilience: The resilience framework. In M. D. Glantz & J. L. Johnson (Eds.), *Longitudinal research in the social and behavioral sciences. Resilience development: Positive life adaptations* (pp. 179–224). Dordrecht, Netherlands: Kluwer Academic Publishers.
 - 44 Bowleg, L., Huang, J., Brooks, K., Black, A., & Burkholder, G. (2008). Triple jeopardy and beyond: Multiple minority stress and resilience among Black lesbians. *Journal of Lesbian Studies, 7*(4), 87–108.
 - To examine the interaction between victimization based on sexual orientation and victimization based on race/ethnicity on skipping school due to feeling unsafe, a two-step hierarchical regression model was conducted. In the first step, the number of school days missed was regressed onto two independent variables: severity of victimization based on sexual orientation and severity of victimization based on race/ethnicity. The model accounted for a significant portion of the variance: $F(2, 3298) = 394.40, \text{Adj. } R^2 = .193, p < .001$. Both forms of victimization were significant predictors. Sexual orientation: $\beta = .382, p < .001$; Race/ethnicity: $\beta = .111, p < .001$. For step two, an interaction term between the two independent variables was introduced. The model was significant, and the change in R^2 was significant: $F(3, 3297) = 265.64, p < .001$; $\text{Adj. } \Delta R^2 = .002, p < .01$. Both forms of victimization remained significant predictors. The interaction was also significant: $\beta = -.049, p < .01$.
 - A similar regression model was conducted to examine the same interaction on school belonging. In the first step, the model accounted for a significant portion of the variance: $F(2, 3303) = 368.79, \text{Adj. } R^2 = .183, p < .001$. Both forms of victimization were significant predictors. Sexual orientation: $\beta = -.321, p < .001$; Race/ethnicity: $\beta = -.180, p < .001$. For step two, the model was significant, and the change in R^2 was significant: $F(3, 3302) = 264.66, p < .001$; $\text{Adj. } \Delta R^2 = .011, p < .001$. Both forms of victimization remained significant predictors. The interaction was also significant: $\beta = .128, p < .001$.
 - A similar regression model was conducted to examine the same interaction on level of depression. In the first step, the model accounted for a significant portion of the variance: $F(2, 3269) = 270.78, \text{Adj. } R^2 = .142, p < .001$. Both forms of victimization were significant predictors. Sexual orientation: $\beta = .292, p < .001$; Race/ethnicity: $\beta = .147, p < .001$. For step two, the model was significant, and the change in R^2 was significant: $F(3, 3268) = 189.63, p < .001$; $\text{Adj. } \Delta R^2 = .006, p < .001$. Both forms of victimization remained significant predictors. The interaction was also significant: $\beta = -.095, p < .001$.
 - 45 Neblett, E. W. J., White, R. L., Ford, K. R., Philip, C. L., Nguyễn, H. X., & Sellers, R. M. (2008). Patterns of racial socialization and psychological adjustment: Can parental communications about race reduce the impact of racial discrimination? *Journal of Research on Adolescence, 18*(3), 477–515.
 - 46 Chi-square tests were performed examining the common types of school staff response by whether it was perceived to be effective (rated as either “somewhat effective” or “very effective”) or ineffective (rated as either “somewhat ineffective” or “not at all effective”). The only common response perceived to be effective was telling the perpetrator to stop: $\chi^2(1) = 97.92, p < .001, \phi = -.325$. The other two common responses were perceived to be ineffective: telling the student to ignore it: $\chi^2(1) = 110.26, p < .001, \phi = .345$; did nothing/did not take action: $\chi^2(1) = 196.97, p < .001, \phi = .460$.
 - 47 Bacon, J. K., & Causton-Theoharis, J. (2012). ‘It should be teamwork’: A critical investigation of school practices and parent advocacy in special education. *International Journal of Inclusive Education, 17*(7), 682–699.
 - Behnke, A. O., & Kelly, C. (2011). Creating programs to help Latino youth thrive at school: The influence of Latino parent involvement programs. *Journal of Extension, 49*(1), 1–11.
 - Levine, E. B., & Trickett, E. J. (2000). Toward a model of Latino parent advocacy for educational change. *Journal of Prevention & Intervention in the Community, 20*(1–2), 121–137.
 - 48 To test differences in frequency of reporting victimization to family members by outness to family members while controlling for respondent’s age and gender (cisgender vs. trans/GNC), we conducted an analysis of covariance (ANCOVA), where reporting to family was the dependent variable, outness to family members was the independent variable, and age and gender were covariates. The effect was significant: $F(1, 2081) = 55.27, p < .001$.
 - 49 To examine the relationship between family intervention, and both anti-LGBTQ victimization and race-based victimization, we conducted partial correlations, controlling for how often students reported victimization to family, outness to parents or guardians, and age. Victimization based on sexual orientation: $r(869) = .08, p < .05$; Victimization based on gender expression: $r(869) = .13, p < .001$. Victimization based on race/ethnicity was not related to family members talking to school staff.
 - 50 To examine the relationship between family intervention, and both disability status and educational accommodation services, we conducted partial correlations, controlling for how often students reported victimization to family, outness to parents or guardians, and age. Receiving educational accommodation services: $r(869) = .16, p < .001$.
 - 51 It is important to note that we were unable to examine the immigration status or English language proficiency of intervening family members. As a proxy for these factors, we examined whether the student was born in the U.S. and whether they learned English as one of their first languages. To compare rates of family intervention by immigration status and English language proficiency, we conducted a series of partial correlations, controlling for how often students reported victimization to family, outness to parents or guardians, age, severity of victimization and whether the student receives educational accommodations. Results were not significant.
 - 52 Kosciw, J. G., Greytak, E. A., Zongrone, A. D., Clark, C. M., & Truong, N. L. (2018). *The 2017 National School Climate Survey: The experiences of lesbian, gay, bisexual, transgender, and queer youth in our nation’s schools*. New York: GLSEN.
 - 53 Cholewa, B., Hull, M. F., Babcock, C. R., & Smith, A. D. (2018). Predictors and academic outcomes associated with in-school suspension. *School Psychology Quarterly, 33*(2), 191–199.
 - Johnson, M. & Naughton, J. (2019). Just another school?: The need to strengthen legal protections for students facing disciplinary transfers. *Notre Dame Journal of Law, Ethics and Public Policy, 33*(1), 1–40.
 - 54 Wallace, J. M., Goodkind, S., Wallace, C. M., & Bachman, J. G. (2008). Racial, ethnic, and gender differences in school discipline among U.S. high school students: 1991–2005. *The Negro Educational Review, 59*(1–2), 47–62.
 - 55 Greytak, E. A., Kosciw, J. G., Villenas, C., & Giga, N. M. (2016). *From Teasing to Torment: School climate revisited, a survey of U.S. secondary students and teachers*. New York: GLSEN.
 - Poteat, V. P., Scheer, J. R., & Chong, E. S. K. (2015). Sexual orientation-based disparities in school and juvenile discipline:

A multiple group comparison of contributing factors. *Journal of Educational Psychology*, 108(2).

- Snapp, S., Hoenig, J., Fields, A., & Russell, S. T. (2015). Messy, butch, and queer: LGBTQ youth and the school-to-prison pipeline. *Journal of Adolescent Research*, 30, 57–82.
- 56 Mowen, T. J. & Parker, K. F. (2014). Minority threat and school security: Assessing the impact of Black and Hispanic student representation on school security measures. *Security Journal*, 30(2), 504–522.
- 57 Chi-square tests were performed looking at school discipline (in school discipline, out of school discipline) by school racial composition. The effect was significant for out-of-school discipline: $\chi^2(9) = 21.66$, $p < .001$, Cramer's $V = .081$. Pairwise comparisons were considered at $p < .05$. Latinx LGBTQ students who attended majority-Black schools were more likely to experience out-of-school discipline than those in majority-Latinx schools. No other significant differences were observed. Percentages are shown for illustrative purposes.
- 58 Chi-square tests were performed, looking at differences in rates of identifying as Black by school racial composition (majority-Black, majority-Latinx, majority-White, majority-AAPI, other racial/ethnic majority, and no racial/ethnic majority). The effect was significant: $\chi^2(9) = 100.30$, $p < .001$, Cramer's $V = .18$. Pairwise comparisons were considered at $p < .05$. Latinx LGBTQ students were more likely to select Black as an additional racial/ethnic identity if they attended majority-Black schools, as compared with majority-AAPI, majority-White, and majority-Latinx schools, as well as schools with no racial/ethnic majority; those at majority-White schools, other racial/ethnic majority schools, and schools with no racial/ethnic majority were more likely to identify as Black than those at majority-Latinx schools; no other significant differences were observed.
- 59 Heilbrun, A., Cornell, D., & Konold, T. (2018). Authoritative school climate and suspension rates in middle schools: Implications for reducing the racial disparity in school discipline. *Journal of School Violence*, 17(3), 324–338.

Kunesh, C. E. & Noltemeyer, A. (2019). Understanding disciplinary disproportionality: Stereotypes shape pre-service teachers' beliefs about Black boys' behavior. *Urban Education*, 54(4).

U.S. Department of Education Office for Civil Rights. (2016). 2013–2014 Civil rights data collection: A first look. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/docs/2013-14-first-look.pdf>
- 60 In order to examine differences in disciplinary action by school racial composition, while controlling for whether a student identified as Black, we conducted a multivariate analysis of covariance (MANCOVA) with each form of discipline (in-school, out-of-school, law enforcement) as the dependent variables and school racial composition as the independent variable, while controlling for whether a student identified as Black. The results were not significant.
- 61 The relationships between experiences with victimization (based on sexual orientation, gender expression, and race/ethnicity) and school disciplinary action, while controlling for race/ethnicity (Latinx only vs. Latinx and other identities) and gender (cisgender vs. trans/GNC) were examined through partial correlations. For in-school discipline, all correlations were significant: sexual orientation based victimization: $r(2994) = .23$, $p < .001$; gender expression based victimization: $r(2994) = .21$, $p < .001$; race-based victimization: $r(2994) = .13$, $p < .001$. All correlations were also significant for out-of-school discipline: sexual orientation based victimization: $r(2994) = .18$, $p < .001$; gender expression based victimization: $r(2994) = .18$, $p < .001$; race-based victimization: $r(2994) = .12$, $p < .001$. All correlations were also significant for contact with law enforcement: sexual orientation based victimization: $r(2994) = .13$, $p < .001$; gender expression based victimization: $r(2994) = .12$, $p < .001$; race-based victimization: $r(2994) = .12$, $p < .001$.
- 62 The relationships between missing school due to feeling unsafe and school disciplinary action, while controlling for race/ethnicity (Latinx only vs. Latinx and other identities) and gender (cisgender vs. trans/GNC), were examined through partial correlations: in-school discipline: $r(3106) = .16$, $p < .001$; out-of-school discipline: $r(3106) = .13$, $p < .001$; law enforcement: $r(3106) = .06$, $p < .001$.
- 63 The relationships between experiencing anti-LGBTQ discriminatory policies or practices and experiencing school disciplinary action, while controlling for race/ethnicity (Latinx only vs. Latinx and other identities) and gender (cisgender vs. trans/GNC), were examined through a multivariate analysis of covariance (MANCOVA) with each form of discipline (in-school, out-of-school, law enforcement) as the dependent variables and experiencing discrimination as the independent variable. The multivariate effect was significant: Pillai's trace = .03, $F(3, 3075) = 25.85$, $p < .001$. The univariate effects were significant for in-school and out-of-school discipline: in-school discipline: $F(1, 3077) = 75.13$, $p < .001$, $\eta_p^2 = .02$; out-of-school discipline: $F(1, 3077) = 12.75$, $p < .001$, $\eta_p^2 = .004$. We did not observe a significant relationship between discrimination and contact with law enforcement.
- 64 Kosciw, J. G., Greytak, E. A., Zongrone, A. D., Clark, C. M., & Truong, N. L. (2018). *The 2017 National School Climate Survey: The experiences of lesbian, gay, bisexual, transgender, and queer youth in our nation's schools*. New York: GLSEN.
- 65 Chi-square tests were performed looking at experiences with school discipline (in-school discipline, out-of-school discipline, and contact with law enforcement) by gender (trans/GNC vs. cisgender LGBQ). In-school discipline: $\chi^2(1) = 15.38$, $p < .001$, $\phi = -.07$; out-of-school discipline: $\chi^2(1) = 8.68$, $p < .01$, $\phi = -.05$. There was no observable difference in contact with law enforcement between trans/GNC and cisgender LGBQ Latinx students.
- 66 In order to examine the relationship between trans/GNC status and school discipline, while controlling for victimization, we performed a multivariate analysis of variance (MANCOVA) with school discipline types of the dependent variables (in-school discipline, out-of-school discipline, law enforcement), trans/GNC status as the independent variable, and two covariates (severity of victimization due to sexual orientation and gender expression). The multivariate effect was not significant.
- 67 Ksinan, A. J., Vazsonyi, A. T., Jiskrova, G. K., Peugh, J. L. (2019). National ethnic and racial disparities in disciplinary practices: A contextual analysis in American secondary schools. *Journal of School Psychology*, 74, 106–125.

Silverman, T. (2019). School discipline disparities: How we can do better. <https://www.iyi.org/school-discipline-disparities-how-we-can-do-better/>
- 68 Chi-square tests were performed looking at experiences with school discipline (in-school discipline, out-of-school discipline, and contact with law enforcement) by race/ethnicity (Latinx only vs. Latinx and other identities). In-school discipline: $\chi^2(1) = 11.36$, $p < .01$, $\phi = .06$; out-of-school discipline: $\chi^2(1) = 21.14$, $p < .001$, $\phi = .08$. There were no differences in contact with law enforcement between students who only identify as Latinx and those who identify with multiple racial/ethnic identities.
- 69 The relationship between educational aspirations and experiencing school disciplinary action, while controlling for race/ethnicity (Latinx only vs. Latinx and other identities) and gender (cisgender vs. trans/GNC), were examined through a multivariate analysis of covariance (MANCOVA) with each form of discipline (in-school, out-of-school, law enforcement) as the dependent variables and educational aspirations as the independent variable. The multivariate effect was significant: Pillai's trace = .03, $F(15, 9222) = 5.40$, $p < .001$. The univariate effects for all 3 forms of discipline were significant. In-school discipline: $F(5, 3074) = 8.59$, $p < .001$, $\eta_p^2 = .01$. Out-of-school discipline: $F(5, 3074) = 6.76$, $p < .001$, $\eta_p^2 = .01$. Contact with law enforcement: $F(5, 3074) = 4.61$, $p < .001$, $\eta_p^2 = .01$.
- 70 To test differences in grade point average (GPA) by experiencing school disciplinary action (in-school, out-of-school, law enforcement), while controlling for race/ethnicity (Latinx only vs. Latinx and other identities) and gender (cisgender vs. trans/GNC), we conducted a series of partial correlations. In-school discipline: $r(3113) = -.23$, $p < .001$; out-of-school discipline: $r(3113) = -.14$, $p < .001$; law enforcement: $r(3113) = -.09$, $p < .001$.
- 71 McCready, L. T. (2004). Some challenges facing queer youth programs in urban high schools. *Journal of Gay and Lesbian Issues in Education*, 1(3), 37–51.
- 72 Poteat, V. P. & Scheer, J. R. (2016). GSA advisors' self-efficacy related to LGBT youth of color and transgender youth. *Journal of LGBT Youth*, 13(4), 311–325.
- 72 A chi-square test was performed looking at school racial composition and the availability of a GSA at school: $\chi^2(3) = 12.00$, $p < .01$, Cramer's $V = .06$. Latinx LGBTQ students who attended majority-White schools were less likely to have a GSA at their school than

- those who attended majority-Latinx schools. No other differences were observed. Percentages are shown for illustrative purposes.
- 73 Chi-square tests were performed looking at the relationship between GSA availability and school region as well as school locale. Region: $\chi^2(3) = 160.90$, $p < .001$, Cramer's $V = .22$; locale: $\chi^2(2) = 140.14$, $p < .001$, Cramer's $V = .21$. Pairwise comparisons were considered at $p < .05$. Region: Students in the Northeast and West were most likely to have a GSA, followed by those in the Midwest, and those in the South were least likely to have a GSA. Locale: Students at suburban schools were most likely to have a GSA, followed by those in urban schools, and those in rural schools were least likely to have a GSA.
 - 74 Porta, C. M., Singer, E., Mehus, C. J., Gower, A. L., Saewyc, E., Fredkove, W., & Eisenberg, M. E. (2017). LGBTQ youth's views on gay-straight alliances: Building community, providing gateways, and representing safety and support. *Journal of School Health*, 87(7), 489–497.

Toomey, R. B. & Russell, S. T. (2013). Gay-straight alliances, social justice involvement, and school victimization of lesbian, gay, bisexual, and queer youth: Implications for school well-being and plans to vote. *Youth & Society*, 45(4), 500–522.
 - 75 To test differences in missing school, and feelings of school belonging by the availability of a GSA at their school, independent t-tests were conducted, with GSAs as the independent variable, and missing school and feelings of school belonging as the dependent variables. Students who had a GSA at their school were less likely to miss school in the past month: $t(3331) = 6.45$, $p < .001$, and felt greater belonging to their school community: $t(3293.72) = -10.79$, $p < .001$.
 - 76 In order to examine differences in feeling unsafe by GSA availability we conducted a multivariate analysis of covariance (MANCOVA), with three dependent variables (feeling unsafe due to sexual orientation, gender expression, and race/ethnicity), presence of GSA as the independent variable, and two covariates (whether a student had multiple racial/ethnic identities, and school racial composition). The multivariate effect was significant: Pillai's trace = .02, $F(3, 3337) = 25.46$, $p < .001$. The univariate effects for all 3 reasons for feeling unsafe were significant. Sexual orientation: $F(1, 3339) = 75.39$, $p < .001$, $\eta_p^2 = .02$. Gender expression: $F(1, 3339) = 15.68$, $p < .001$, $\eta_p^2 = .01$. Race/ethnicity: $F(1, 3339) = 8.15$, $p < .001$, $\eta_p^2 = .002$.
 - 77 Chi-square tests were performed looking at the relationship between ethnic/cultural club availability and school region, locale, and racial majority. Region: $\chi^2(3) = 19.99$, $p < .001$, Cramer's $V = .08$; locale: $\chi^2(2) = 40.81$, $p < .001$, Cramer's $V = .11$. Pairwise comparisons were considered at $p < .05$. Region: Students in the West were more likely to have an ethnic/cultural club than those in the Northeast or South; no other significant differences were observed. Locale: Students at suburban schools were most likely to have an ethnic/cultural club, followed by those in urban schools, and those in rural schools were least likely to have an ethnic/cultural club. We did not observe a significant relationship between GSA availability and school racial/ethnic majority.
 - 78 To test differences in school belonging by the availability of an ethnic/cultural club, an independent t-tests was conducted, with the availability of ethnic/cultural clubs as the independent variable, and school belonging as dependent variable. Students who had an ethnic/cultural club at their school: had greater feelings of school belonging $t(1571.86) = -2.70$, $p < .01$.

Chi-square tests were performed looking at feeling unsafe due to race/ethnicity, sexual orientation, and gender expression by the availability of an ethnic/cultural club. Race/ethnicity: $\chi^2(1) = 9.01$, $p < .01$, $\phi = -.05$; sexual orientation: $\chi^2(1) = 5.18$, $p < .05$, $\phi = -.04$. The effect for feeling unsafe due to gender expression was not significant.
 - 79 Toomey, R. B., Ryan, C., Diaz, R. M., & Russell, S. T. (2011). High school Gay-Straight Alliances (GSAs) and young adult well-being: An examination of GSA presence, participation, and perceived effectiveness. *Applied Developmental Science*, 15(4), 175–185.
 - 80 Museus, S. (2008). The role of ethnic student organizations in fostering African American and Asian American students' cultural adjustment and membership at predominantly White institutions. *Journal of College Student Development*, 49(6), 568–586.
 - 81 Bowman, N. A., Park, J. J., & Denson, N. (2015). Student involvement in ethnic student organizations: Examining civic outcomes 6 years after graduation. *Research in Higher Education*, 56(2), 127–145.
 - Poteat, V. P., Calzo, J. P., & Yoshikawa, Y. (2018). Gay-straight alliance involvement and youths' participation in civic engagement, advocacy, and awareness-raising. *Journal of Applied Developmental Psychology*, 56, 13–20.
 - Toomey, R. B. & Russell, S. T. (2013). Gay-straight alliances, social justice involvement, and school victimization of lesbian, gay, bisexual, and queer youth: Implications for school well-being and plans to vote. *Youth & Society*, 45(4), 500–522.
 - 82 A series of chi-square tests were conducted to examine whether school racial composition, student immigrant status, and student multiracial/multiethnic status were related to GSA participation. For all tests, the effects were not significant at $p < .05$.
 - 83 To examine differences in school belonging by GSA participation, an analysis of variance (ANOVA) was conducted with school belonging as the dependent variable, and level of GSA participation as the independent variable. The effect was not significant: $F(2, 1753) = 1.92$, $p > .05$. With the understanding that GSA participants experience greater levels of anti-LGBTQ victimization than their peers, which is associated with lower levels of school belonging, we repeated this analysis, while controlling for level of victimization due to sexual orientation and level of victimization due to gender expression. Even after controlling for these two factors, we observed similar results.
 - 84 To examine differences in comfort level bringing up LGBTQ issues in class, an analysis of variance (ANOVA) was conducted with comfort level as the dependent variable, and level of GSA participation as the independent variable. The effect was significant: $F(2, 1755) = 23.01$, $p < .001$, $\eta_p^2 = .03$. Pairwise comparisons were considered at $p < .05$: students attending as a leader/officer had a greater comfort level than all others; those attending not as a leader had greater comfort level than those not attending meetings.
 - 85 GLSEN Days of Action (including Ally Week, No Name-Calling Week, and Day of Silence) are national student-led events of school-based LGBTQ advocacy, coordinated by GLSEN. The Day of Silence occurs each year in the spring, and is designed to draw attention to anti-LGBTQ name-calling, bullying, and harassment in schools. Visit www.dayofsilence.org for more information.
 - 86 To examine differences in rates of participation by level of GSA participation, a series of chi-square tests were conducted for each form of activism. The effect was significant for each form of activism. Day of Action: $\chi^2(2) = 201.99$, $p < .001$, Cramer's $V = .34$; event to express political views: $\chi^2(2) = 37.66$, $p < .001$, Cramer's $V = .15$; volunteering: $\chi^2(2) = 16.08$, $p < .001$, Cramer's $V = .10$; boycott: $\chi^2(2) = 28.02$, $p < .001$, Cramer's $V = .13$; social media: $\chi^2(2) = 12.60$, $p < .01$, Cramer's $V = .09$; rally: $\chi^2(2) = 58.14$, $p < .001$, Cramer's $V = .18$; contacting politicians: $\chi^2(2) = 17.24$, $p < .001$, Cramer's $V = .10$. Pairwise comparisons were considered at $p < .05$. For all activities, GSA leaders were more likely to participate than students who did not attend GSA meetings. For nearly all activities, with the exception of social media and events to express political views, GSA leaders were also more likely than non-leader GSA participants to participate. Non-leader GSA participants were more likely than those who did not attend meetings to participate in the following: GLSEN Day of Action, event to express political views, boycott, and rally. No other significant differences were observed. Percentages are shown for illustrative purposes.
 - 87 To examine differences in anti-LGBTQ victimization, a multivariate analysis of variance (MANOVA) was conducted with level of GSA participation as the independent variable, and 2 dependent variables: severity of victimization due to sexual orientation, and severity of victimization due to gender expression. The multivariate effect was significant: Pillai's Trace = .02, $F(4, 3370) = 9.65$, $p < .001$, $\eta_p^2 = .01$. The univariate effects for victimization due to sexual orientation and gender expression were both significant. Sexual orientation: $F(2, 1685) = 9.00$, $p < .001$, $\eta_p^2 = .01$. Gender expression: $F(2, 1685) = 19.08$, $p < .001$, $\eta_p^2 = .02$. Pairwise comparisons were considered at $p < .05$. Sexual orientation: GSA leaders experienced greater levels of victimization than all others; there was no difference between those not attending GSA meetings and those attending, but not as a leader/officer. Gender expression: students attending as a leader/officer experienced greater levels of victimization than all others; students attending, but not as a leader/officer, experienced greater levels of victimization than those who did not attend.

- 88 A series of chi-square tests were conducted to examine whether school racial composition (majority-Latinx schools vs. majority-White schools vs. other schools), student immigrant status, and student multiracial/multiethnic status were related to ethnic/cultural club participation. The effects were significant for racial composition and immigration status. Racial composition: $\chi^2(2) = 6.87, p < .05$; Cramer's $V = .05$; immigration status: $\chi^2(1) = 7.46, p < .01$, Cramer's $V = .06$. For racial composition, pairwise comparisons were considered at $p < .05$. Students at majority-White schools were more likely to participate than those at majority-Latinx schools. No other significant differences were observed. The effect for multiple racial/ethnic identities was not significant.
- 89 To examine differences in school belonging by ethnic/cultural club participation, an analysis of variance (ANOVA) was conducted with level of club participation as the independent variable, and belonging as the dependent variable. The effect was significant: $F(2, 2422) = 14.29, p < .001, \eta_p^2 = .01$. Pairwise comparisons were considered at $p < .05$. Students who participated, but not as a leader, had greater levels of belonging than those who did not participate. There were no other observable differences.
- 90 To examine differences in rates of participation by level of ethnic/cultural club participation, a series of chi-square tests were conducted for each form of activism. The effect was significant for each form of activism. Day of Action: $\chi^2(2) = 15.46, p < .001$, Cramer's $V = .08$; event to express political views: $\chi^2(2) = 66.29, p < .001$, Cramer's $V = .17$; volunteering: $\chi^2(2) = 71.53, p < .001$, Cramer's $V = .17$; boycott: $\chi^2(2) = 20.35, p < .001$, Cramer's $V = .09$; social media: $\chi^2(2) = 13.31, p < .01$, Cramer's $V = .07$; rally: $\chi^2(2) = 34.82, p < .001$, Cramer's $V = .12$; contacting politicians: $\chi^2(2) = 48.88, p < .001$, Cramer's $V = .14$. Pairwise comparisons were considered at $p < .05$. For nearly all activities, with the exception of social media, club leaders were more likely to participate than students who did not attend club meetings. For nearly all activities, with the exception of boycott, non-leader club members were more likely than those who did not attend meetings to participate. Club leaders were also more likely than non-leader club members to volunteer for a political cause. No other significant differences were observed. Percentages are shown for illustrative purposes.
- 91 To examine differences in racial harassment by ethnic/cultural club participation, an analysis of variance (ANOVA) was conducted with whether or not a student participated in the club as the independent variable, and racial harassment as the dependent variable. The effect was significant: $F(1, 2423) = 6.15, p < .05, \eta_p^2 = .003$.
- 92 To examine differences in racial harassment by school racial majority, an analysis of variance (ANOVA) was conducted with school racial majority as the independent variable, and racial harassment as the dependent variable. The effect was significant: $F(3, 2982) = 21.18, p < .001, \eta_p^2 = .02$. Post hoc comparisons were considered at $p < .05$. Latinx LGBTQ students at majority-White school experienced greater levels of race-based harassment than those at majority-Latinx schools and schools with no racial majority. Students at schools with another non-White racial majority also experienced greater levels of race-based harassment than those at majority-Latinx schools. No other significant differences were observed.
- 93 To examine differences in racial harassment by ethnic/cultural club participation, while controlling for the school's racial majority, we conducted an analysis of covariance (ANCOVA) similar to the previous endnote. The results were no longer observed to be significant.
- 94 Toomey, R. B., Ryan, C., Diaz, R. M., & Russell, S. T. (2011). High school Gay-Straight Alliances (GSAs) and young adult well-being: An examination of GSA presence, participation, and perceived effectiveness. *Applied Developmental Science, 15*(4), 175–185.
- 95 Shelton, S. A. & Barnes, M. E. (2016). "Racism just isn't an issue anymore": Preserve teachers' resistances to the intersections of sexuality and race. *Teaching and Teacher Education, 55*, 165–174.
- 96 To test differences in the availability of supportive teachers and administration by gender (trans/GNC vs. cisgender), independent t-tests were conducted, with gender as the independent variable and the availability of supportive teachers and administration as the dependent variables. Educators: $t(3104) = -5.65, p < .001$; administration: $t(2864.50) = -3.12, p < .01$.
- 97 To test differences in the availability of supportive teachers and administration by multiple racial/ethnic identities, independent t-tests were conducted. The independent variable was whether a student identified with multiple racial/ethnic identities, and the availability of supportive teachers and administration were the dependent variables. Neither test was observed to be significant.
- 98 We conducted a series of Pearson correlations to examine the relationships between number of supportive educators and: missing school due to feeling unsafe, feeling unsafe (due to sexual orientation, gender expression, and race/ethnicity), psychological well-being (self-esteem and depression), school belonging, and GPA. Missing school: $r(3297) = -.27, p < .001$; feeling unsafe due to sexual orientation: $r(3306) = -.23, p < .001$; feeling unsafe due to gender expression: $r(3306) = -.15, p < .001$; feeling unsafe due to race/ethnicity: $r(3306) = -.13, p < .001$. Self-esteem: $r(3272) = .24, p < .001$; depression: $r(3266) = -.28, p < .001$; feelings of school belonging: $r(3301) = .47, p < .001$; GPA: $r(3298) = .07, p < .001$.
- 99 To examine differences in educational aspirations by number of supportive educators, an analysis of variance (ANOVA) was conducted with educational aspirations as the independent variable, and number of supportive educators as the dependent variable. The effect was significant: $F(5, 3260) = 11.39, p < .001, \eta_p^2 = .02$. Post hoc comparisons were considered at $p < .05$. Those not planning to complete high school had fewer supportive educators than all others. Those only planning to complete high school as well as those planning to obtain an Associate's degree both had fewer supportive educators than those planning to obtain a Bachelor's degree and those planning to obtain a graduate degree. No other significant differences were observed.
- 100 Chi-square tests were performed looking at feelings of safety due to sexual orientation and gender expression and the availability of inclusive curriculum at their school. Students who had an inclusive curriculum at their school were less likely to feel unsafe due to their sexual orientation: $\chi^2(1) = 103.70, p < .001, \phi = -.176$; less likely to feel unsafe because of their gender expression: $\chi^2(1) = 30.56, p < .001, \phi = -.096$.
- 101 To test differences in peer acceptance of LGBTQ people and having an inclusive curriculum at school, an independent t-test was conducted, with availability of an inclusive curriculum as the independent variable, and peer acceptance as the dependent variable. Students who had an inclusive curriculum at their school had greater peer acceptance at their school of LGBTQ people: $t(3336) = -17.66, p < .001$.
- 102 To test differences in feelings of school belonging and having an inclusive curriculum at school, an independent t-test was conducted, with inclusive curriculum as the independent variable, and school belonging as the dependent variable. Students who had an inclusive curriculum at their school had greater feelings of school belonging: $t(1248.73) = -19.47, p < .001$.
- 103 A chi-square test was performed looking at feelings of safety due to race/ethnicity and the availability of inclusive curriculum at their school. Students who had an inclusive curriculum at their school were less likely to feel unsafe due to their race/ethnicity: $\chi^2(1) = 26.25, p < .001, \phi = -.089$.
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