

thank you all for joining us today um it's a pleasure to be with you all today
to um this is the children's safety Network and uh we welcome you to our webinar on the lgbtq
plus youth data from yrbs and Beyond. So the children's safety network
is uh funded by um the health resources and services admin administration of the
US Department of Health and Human Services Under the Child and Adolescent injury and
violence prevention Resource Centers Cooperative agreement this information or content and
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the CC button at the bottom of your Zoom screen and we will share any resource files and links
um in the chat and with that I'll hand it over to um Dr Alex kugan who is our moderator for
today thank you so much Maria hi everybody great to be with you all and looking forward to
today's webinar I would like to just briefly introduce myself I'm Alex kran any pronouns I'm an
associate professor of Psychiatry at Harvard Medical School I direct our division of public and
Psychiatry at Massachusetts General Hospital and I practice at Fenway Health which is a
federally qualified Health Center in Boston where I direct uh the national lgbtqi plus health
education center at the Fenway Institute and I'm an active member of the csna I'd like to
welcome our presenters and just want to mention that their full bios are on our website you can
read their full bios there Nicholas Suarez Heim is a health scientist with the cdc's division of
Adolescent and school health Dash where he leads the dash
research portfolio on creating safe and supportive School environments his research focuses on
lgbtq plus inclusive practices in schools and the benefits of these practices on the health
well-being and safety of both students with lgbtq plus identities and the general student body in
light of the disparities in suicider related outcomes experiences of violence and poor mental
health faced by transgender students he's committed to researching strategies that Advance
Health Equity or transgender and gender diverse young people Nick received his master of
Public Health from the University of Michigan with a focus on health behavior and health
education Dr ranita no she her is the vice president of research at the Trevor Project where she
leads the organization's research Endeavors on the mental health of lgbtq plus young people
her expertise lies in lgbtq plus health research methodology sexually transmitted infections and
Adolescent Health with a particular focus on the intersections of race and eth it formerly Dr No
was the managing director of the University of British Columbia's stigma and resilience among
vulnerable Youth Center overseeing National and provincial uh wide series
on the effects of stigma violence and Trauma on lgbtq plus youth prior to her
role at UBC she was James krepner CTN post-doctoral fellow at the British Columbia Center for
Disease Control where her research sought to understand factors contributing to the province's
cus epidemic on now hand it over to Nick to get us started thank you Alex and good

afternoon or good morning depending where you all are uh it's great to be here um so uh I will be presenting on our use and promotion of the youth risk behavior survey uh for LGBTQ plus Equity next slide please uh so just to give you an overview um today I'll be first giving you a kind of background around the youth risk behavior surveillance system or the YB SS uh I'll highlight some of the recent data that we have um and experiences of students with LGBTQ plus identities and then I will end my portion discussing some of the school-based data collection challenges and some strategies to overcome them next slide please uh so just to begin with the overview of the YBS um the YBS uh or YB SS um surveillance system is a set of surveys that monitor health related behaviors and experiences among adolescents the behaviors are selected uh because they contribute to leading causes of death and disability among Youth and adults the system has two main components the national YBS which is conducted by CDC and the state territorial territorial tribal and local surveys that are connected by state and local agencies and tribal governments collectively we refer to the States territories tribes and school districts that conduct the YBS as sites so you'll hear me use that term throughout the presentation next slide please this slide just shows a few of the topics covered by the survey um this includes student demographics including age and race and ethnicity uh as well as health behaviors and conditions including those related to injury and violence mental health diet physical activity substance use uh including tobacco product use Alcohol and Other Drugs and student experiences such as unstable housing and exposure to community violence next slide please so just to first uh discuss about how the national YBS Works uh the CDC starts by drawing a nationally representative sample of students in grades 9 through 12 uh this is including students in both public and private schools the survey is completed completely anonymously and is conducted on tablets the survey is administered in the spring of every odd number of year so 2023 2021 and so on and is completed in a single class period the questionnaire has about 100 questions and is available in both English and Spanish next slide please moving on to the site based youth risk behavior surveys the CDC then funds sites to conduct their own individual youth risk behavior surveys that are separate from the national YBS through these surveys sites can compare their data to data from other sites as well as data from the national YBS like the national YBS the site surveys are conducted every other year among students in grades 9 through 12 while the national survey includes students in both public and private schools the site specific surveys only survey students in public schools while the national YBS is now administered entirely electronically sites have the option of choosing electronic or paper and pencil data collection and finally while the national YBS uses a three-stage cluster sample design these site specific surveys use a two-stage design to get a uh representative data of each jurisdiction next slide please and so this slide uh is just showing a visual of the states and uh local school districts uh that are per uh participating in the uh youth risk behavior survey as of 2023 next slide please so each cycle of the YBS again the odd number of years the CDC develops two questionnaires the first is the standard questionnaire which is the starting point really for all of the sites doing their own YBS the second the second questionnaire is the national questionnaire it is largely the same as the standard questionnaire except it includes about 20 additional questions that are of particular interest to CDC or are required of all federal surveys next slide please and now just to Spotlight some of

our lgbtq plus focused uh questions um first I want to give you just a little background around the sexual identity and sex of sexual context items so both of these items are uh measuring aspects of sexual orientation uh identity and behavior for the sexual identity question um that question is as follows which of the following best describes you uh between 2015 and 2019 those response options were heterosexual or straight gay or lesbian bisexual or not sure and then beginning in 2021 uh instead of the Not Sure Response option we now have three different options including I describe my sexual identity some other way I'm not sure about my sexual identity or question in and I do not know what this question is asking the sexes seexual contacts um has not changed really since it started and that is asking during your life with whom have you had sexual contact I've never had sexual contact males only females only are both males and females one or both of these questions have been asked on some state and local surveys since 1995 both questions have now been on the standard and the national ybs questionnaires since 2015 next slide please the transgender identity item is a bit newer to the ybs it reads as follows some people describe themselves as transgender when their sex at Birth does not match the way they think or feel about their gender are you transgender with options of yes I am transgender no I'm not I'm not sure if I'm transgender and I don't know what this question is asking we started asking this question on some individual state and local surveys since 2017 uh when it was first piloted it's now been included on the standard and the Nationals ybs questionnaire since 2023 next slide please uh now I just want to highlight some tools for accessing the data uh if you are interested and curious around how to analyze data on your own the first tool I want to highlight is the ybs Explorer this tool is great for whenever you need a quick data summary for different behaviors it's straightforward easy to use and you don't really need any data experience or background to use it you can produce data summaries across cross behaviors assessed in the ybs by student demographics of sex race sexual identity sex of sexual context and as of 2023 transgender identity you can view graphs and tables at the national level or looking by individual sites um such as States local school districts um although the availability of data by seexual orientation and gender identity will vary by jurisdiction next slide please if you want to do uh some additional comparisons between groups but you don't feel comfortable conducting your own analyses the youth online tool is a great resource When selecting data you can choose uh between the National Data um and specific States territories local school districts and tribes not all jurisdictions will have data available and the 2023 data are not yet currently viewable with this tool but that is in progress and should be updated um fairly soon you can also opt to look at data for specific year or specific question and you can choose demographic compar characteristics by which you want to compare students including sexual identity and sex sexual contacts and again once it is updated with a 2023 data that will also include uh transgender identity from here you can also select to look at an additional location's data to compare data between jurisdictions or you can look at additional year of data for the same location so if you want to compare 2021 and 2023 in the National next slide please so with the kind of ybs background and some intro into our tools uh we want to move into highlighting some recent data around experiences of students with lgbtq plus identities next slide please so this first study I want to highlight uh titled Trends in violence victimization and suicide Risk by sexual identity among high school students was looking at ybs data uh at the national

level between 2015 and 2019 so that comprised three different survey years of 2015 17 and 19 uh this was published back in 2020 um and what we found was um that while there were few changes over time um so really not much of a trend um going on or a significant Trend um for LGB students lesbian gain bisexual students there were disparities for LGB students compared to heterosexual students LGB students in general had greater odds uh feeling unsafe at school being bullied at school uh experiencing persistent sadness and hopelessness or seriously considering suicide and you can see that on the graph on the right with the LGB students the blue line above and heterosexual students the orange line below on the next slide please we also found that there were some differences that existed at the intersection of sex and sexual identity as well as by race and ethnicity and sexual identity on the left we can see uh gay and bisexual males in blue compared to lesbian and bisexual females in Orange that game bisexual males were more likely to miss school due to feeling unsafe whereas lesbian and bisexual females were more likely to feel persistently sad or hopeless compared to gain bisexual males in the next slide please we also found similar differences uh by the intersection of race ethnicity and sexual identity where we see that Black and Hispanic lesbian gay by seexual students were more likely to miss school due to feeling unsafe this is comparing black uh lesbian gay bisexual students in the blue line Hispanic in the orange line and then white lesbian gay bisexual students with the gray line on the right we'll see that white lesbian gay bisexual students were actually more likely to seriously consider attempting suicide than their Black and Hispanic counterparts next slide please now to discuss disparities by transgender identity uh previous reports that were using the 2017 and 2021 site data um so this was the state ybs and uh local school district ybs uh found that there were significant disparities between between transgender students and students who are not transgender um back in 2019 when the report on the 2017 data was released we found that almost 2% of high school stud students were identifying as transgender among the uh States and school districts that were collecting this data and we found significant disparities for feeling un safe at school being bullied at school and attempting suicide next slide please more recently uh we have been able to collect data um and present on um data among lesbian gay bisexual transgender and queer questioning or lgbtq plus students uh in the data summary and Trends report um available from CDC looking at data from 2013 through 2023 uh so the preceding 10 years um presented results for students with lgbtq plus identities for the first time comparing cisgender and heterosexual students in this report we do not break out by specific identities but we did find that there were disparities for lgbtq plus students at large across violence mental health and suicide and just note this is the data summary in transort but since um there was not enough D waves of data um where we're collecting lgbtq plus identities um we can only really look at that as a cross-section so in 2023 next slide please now some very exciting news in the past um couple of years uh since the 2023 ybs is the first time that the transgender identity item has been included on the national survey uh this is the first time we were really able to report on trans uh experiences of students with transgender identities Nationwide we found that about one in 20 students identified as transgender or questioning if they're a transgender in 2023 about 3% of students Nationwide

identified as transgender and approximately 2% uh reported they were not sure if they were transgender next slide please through this study we identified disparities across multiple outcomes compared to students who are not transgender now this isn't particularly new or surprising as we had been seeing these sorts of signals in the state and local data um since 2017 but being the first time that we conducted this at the national level this is also really important data to publish we found that transgender students are at highest risk compared to cisgender students for not feeling close to others at school at 36.6% only um being bullied at school 40% of transgender students were to being bullied at school having poor mental health in the past 30 days and seriously considering suicide in the past 12 months approximately 53% of transgender students next slide please and so now just to kind of um close off with some discussion of data collection challenges and strategies next slide please you may have heard multiple states have decided to stop participating in ybs since the 2023 cycle each state was receiving Federal funding to administer the State ybs but has since terminated the agreement this is in addition to a handful of sites that were already not participating as you saw in the map I presented earlier the policy landscape in States affects whether or not states can participate however it is important to note that the national ybs is not directly affected by individual states refusing to conduct their own ybs because CDC recruits schools to participate directly for the national survey next slide please on this side on this slide excuse me uh we see a Continuum of what individual uh ybs coordinators find when they're approaching schools in their Sample about participating in their local uh ybs surveys a process that we refer to as obtaining clearance starting on the left we might see that the process goes quite smoothly and as you move along the Continuum you'll see sometimes a school needs some questions answered before they agree however these are mostly logistical questions in nature sometimes however things can be a little bit more difficult and schools have more philosophical questions these schools require ample time for negotiation before they are on board for participating in the ybs and finally on the right hand side of the Continuum there are sometimes schools in which there is organized opposition if this opposition is not handled strategically it has a potential to derail the survey next slide please so just to provide some examples of these concerns um some logistical reasons uh include having too many surveys at the school and feeling overburdened in that regard um not seeing um an alignment with the academic Mission um of the schools um sometimes there are scheduling conflicts with spring break holidays field trips assemblies and of course um being that these are conducted in the spring this might also coincide with the end of the school year for some schools uh often these are mostly around not having enough time to do the survey next slide please on the other hand phys philosophical reasons are a little bit more complex and have some more to do about opposition to surveys in general they might be a little bit more challenging to address um such as you might hear things like if you ask kids about it then they might do it or kids won't answer honestly next slide please when dis when disinformation is a problem it's important not to repeat it instead the approach should always be to just State the facts here's some language that has been shown to be helpful such as emphasizing that the survey is voluntary and Anonymous any student can opt out of any question on the survey and emphasizing the importance of the ybs the ybs helps kids helps keep kids healthy and safe it leads to data polic uh the data leads to policy changes that protect students

from sexual abuse physical injury drug alcohol and tobacco use and suicide next slide please and lastly I just want to kind of highlight some ideas around survey promotion it's important to help students and local communities understand why the survey is being conducted and explaining how the data will be used in a way that will benefit them it's also critical that folks understand that these surveys are completely Anonymous and that the answers of students that students provide cannot be head back to their names so when you hear these questions why is it important how will my data be used who will see my answers it's important to really be able to uh reply back with um clear understanding of these are completely Anonymous surveys and they are being used for the benefit of the health of all youth next slide please and with that that wraps up my portion um so I will hand it back to Alex thank you thank you so much Nick hi there thank you so much Nick that was fantastic and I want to remind folks that they can put their questions into the Q&A throughout we'll have time for questions after the presentations a lot of great questions already I'm now going to hand it over to ranita hi everyone I'm Rita Nath I'm the vice president president of research um at the Trevor Project uh the Trevor Project uh is the leading Suicide Prevention and Crisis Intervention organization uh for lgbtq plus young people um and I lead our research division at Trevor I'm excited to be here today um and to share with you uh some of the key findings from our 2024 US national survey um on the mental health of lgbtq plus young people uh next slide please so for our national surveys we collect data from 13 to 24 year old lgbtq plus young people um across the US uh for our 2024 National survey which is um it's it's a confidential online survey that young people can take from anywhere uh we did our recruitment um in September to December of of last year and this was through uh targeted ads on social media including um you know Instagram Facebook Tik Tok uh we try really hard to ensure we we have a a diverse sample so that we can do um subgroup analyses and the way we are able to recruit um that's diverse samples by focusing a lot of our recruitment efforts on um harder to reach groups uh so the online survey itself um has a maximum of 134 questions and by the end of our data cleaning we had a sample of 18,616 lgbtq plus um participants more than half of the example um were consisted of trans and non-binary young people um and 40% were youth of color next slide please okay so just going to the results um next slide we'll start off with mental health and suicide risk um outcomes okay so this year's survey results showed that you know suicide risk remained High among lgbtq plus young people um in the US specifically our survey found that nearly 40% of lgbtq plus youth seriously considered attempting suicide in the past year uh 12% reported attempting suicide um in the past year and these rates were higher for Trans and non-binary young people and um also for youth of color uh next slide please so we looked um at differences across age and we found that rates of considering and attempting suicide in the past year were significantly different across um the younger and older age groups where younger lgbtq youth um ages 13 to 17 reported higher rates of both uh considering and attempting suicide than um our older lgbtq plus participants who were um in the 18 to 24 each group and next slide and then looking across sexual orientations um you can see here that pansexual young people did have higher rates of uh considering and attempting suicide in the past year compared to young people who reported other um sexual orientations next slide and here we're looking across gender identities so uh here we

see that trans men and boys have reported the highest rates of considering and attempting suicide while cisgender men and boys reported uh the lowest rates of of both those outcomes and next slide and then this one this slide is looking across race and ethnicity uh here we see that native and Indigenous lgbtq plus young people reported the highest rates of considering and attempting suicide in the past year while the lowest rates were reported um by Asian-American Pacific Islander lgbtq plus Youth and white lgbtq plus young people and these differences um between groups remain for the most part across uh the other outcomes we we looked at so go to the next slide um we asked uh about symptoms of anxiety and depression in the past two weeks um 66% of participants reported experiencing recent symptoms of anxiety in the past two weeks um and slightly more than half reported experiencing recent symptoms of depression uh we measured depression using the patient Health questionnaire or phq2 and anxiety was measured using um the generalized anxiety disorder scale next slide please so going to the barriers of care um next slide 84 uh per of lgbtq Youth um reported that they wanted mental healthcare in the past year um and despite this fact that that suicide risk remains High among um lgbtq youth as well as you know High rates of anxiety and depression and also the fact that you know 84% wanted mental health care only 50% who wanted um mental health care in the past year were able to get it so going to the next slide where we look at um the barriers to care um so here are the most common barriers that lgbtq us um cited to accessing Mental Health Care um and you know while issues around access access to care can can certainly include tangible barriers such as you know having or not having Insurance the AA ability to afford care um you know like reliable transportation to and from care um our research illustrates how intangible barriers you know such as stigma and fear play a really major role in preventing young people's access to Mental Health Care um you can see here that the most commonly cited barrier uh to accessing care was that um youth were afraid to talk about their Mental Health Care concerns with someone else um you know they're afraid to get I mean they didn't want to get their parent or caregivers permission to access care they were afraid they wouldn't be taken seriously they were afraid of being involuntarily hospitalized or that someone would call the police on them and so just a really important barriers to to to note um next slide please so go to the risk factors um for for mental health and suicide risk um the firstly looking at an lgbtq plus policies um an astounding you know 90% of participants said their well-being was negatively impacted by recent politics and just to contextualize these findings uh the year in which the survey was administered was a record-breaking year for anti-lgbtq plus legislation in the US uh nearly half of participant trans and non-binary participants said their families had considered moving um to a different state because of anti-lgbt Q policies um and laws in their home state next slide please so we also asked about um the participants experiences at school many reported negative experiences while at school including you know being verbally harassed specifically because people thought they were lgbtq plus not being allowed to dress in a way that fit their uh gender identity or expression being disciplined for for fighting back against bullies um and 9% reported that they had experienced unwanted sexual contact because people thought that they were lgbtq plus and next slide please so our survey found that um many lgbtq plus youth reported um anti-lgbtq

plus victimization or being treated poorly uh specifically because of their sexual orientation or gender identity um for instance you can see here 23% of Youth reported that they had been physically threatened or harmed in the past year um due to either their their sexual orientation or gender identity and that um this rate was higher for uh trans and non-binary young people next slide and then if you look at attempts of suicide um across this variable so those who had experienced being phys being physically threatened or harm due to either um their sexual orientation or gender identity they had more than three times the rate of um attempting suicide compared to those who had not reported these experiences and next slide please uh looking at discrimination um so 60% of participants reported that they had felt discriminated against in the past year um again specifically due to their sexual orientation or gender identity um this was again higher for transends and non-binary young people next slide and then those who who had reported these experiences of feeling discriminated against um had more than double the rate of attempting suicide compared to those young people who um had not reported uh similar experiences of discrimination next slide please so we also asked about conversion therapy both um know formal and and more informal attempts um and 133% of lgbtq plus youth reported being threatened with or subjected to conversion therapy next slide um and those who had um been threatened with or subjected to conversion therapy they had three times um the rate of attempting suicide in the past year compared to those who um had not reported these experiences and you can see that there was no difference um in suicide attempt um if you looked at those who had been threatened or subjected to conversion therapy and next slide please we also asked about bullying in this survey both in person and online um nearly half of participants in the 13 to 17 age group so those you know in high school uh reported being bullied in person um in the past year um and 26% of those ages 18 to 24 reported the same so um it was lower for those in the in the the higher age group um and rates of online bullying were uh a bit lower than inperson bullying um for both age groups next slide please so um lgbtq youth who experienced bullying of any kind um reported three times the rate of uh attempting suicide in the past year compared to those who uh reported that they had not been bullied um in the past year next slide please um so you know while the survey does contain you know a variety of challenging um and difficult to read findings it's also it also does point to ways in which you know we can all support um lgbtq plus young people um in our lives so I can share some of that with you uh next please yeah so this survey adds to um you know a large body of research that consistently shows that lgbtq plus young people report lower rates of attempting suicide when they have access to affirming spaces and affirming communities um for Trans and non-binary young people in particular gender affirming experiences such as H having access to to gender affirming clothing having access to a gender neutral bathroom at school having their pronouns respected having access to binders and shapewear these were all Associated um with lower suicide risk next slide please so through the survey um youth provided us with the top 10 ways um people in their lives can show support and acceptance for them and these included you know trusting that that they know who they are um standing up for them looking up things about lgbtq plus identities on their own to better understand uh respecting their pronouns showing support for how they express

their gender asking questions about lgbtq plus identities to better understand um accepting their Partners uh showing support on social media um and having or displaying Pride Flags these are just some of the things um that they reported and these findings you know really tell us that you do not have to be an expert um in lgbtq plus topics and identities to show young people um that you support and you accept them uh next slide please and here we can see um that those who did report having access to these lgbtq plus affirming spaces um reported lower suicide risk overall uh whether it was a home school community events online um or work that you know where they they reported them to be lgbtq plus affirming um they had lower suicide risk uh next slide please and these are some of the um Community this that they have identified as affirming so you know online spaces definitely were um identified as the most um affirming space among folks followed by the school environment and then home next slide please and then you can see here that lgbtq young people who reported living in very accepting communities attempted suicide at less than half the rate of those who reported living um in very unaccepting um communities and next SL thank you um so for Trans and non-binary young people as I mentioned you know gender fory experiences such as having people live with respect their pronouns um know is associated with lower suicide risk but that said only 70 sorry only 37% said that all of the people they lived with respected their pronouns next slide and see that trans and nonbinary young people who reported that all of the people they live with respected their pronouns they attempted suicide U reported attempting suicide at about half the rate compared to those who said that none of the people in their household um respect um respected their pronouns next slide we also have some data on um the prevence of lgbtq plus Role Models um so most um participants reported knowing at least one older lgbtq plus um person that they would consider um a role model or someone they looked up to um and now while the majority of them did say that it was someone that they followed on social media it was nice to see that you know nearly 40% said it was a friend 19% said it was another family member 15% you know said it was um it was a teacher and next slide so this is my the last slide and just want to leave on an encouraging note um so for the first time we asked um participants to share a message of advice or encouragement to other young people in their lgbtq plus Community there were so many amazing responses and I just want to share a few um one person said you know you have millions of queer siblings across the world who would accept you for who you are it is the most rewarding experience to live surrounded by people who love you for your whole true self another person said you aren't alone my friend remember there's a whole wide world with people like you and me and uh last one I want to share is that the greatest act of rebellion is to go on living authentically and truthfully find spaces where you can be yourself unapologetically that's that's it for me thanks pass back to Alex thank you so much Rita that was fantastic and we're looking forward to now having a discussion with our participants and answering questions we've had a lot of interest already and I'm G to start by asking Nick a question that we received what can middle and high school students do to make the school environment more welcoming and safe for lgbtq plus youth um Nick sorry you're onute yeah thank you it wouldn't be a zoom meeting without one of those faux pa um so some things that we recommend out of CDC for schools uh they're seeking to in uh increase their inclusivity um primarily is implementing uh gender and

sexuality Alliance clubs um those have been consistently seen in the research um to be beneficial not just for lesbian gay bisexual transgender students um and students with other lgbtq plus identities but also for the uh broader School environment cisgender and heterosexual students as well um so gsas are one aspect um and those are student Le clubs um we also recommend that uh schools are providing professional development to their staff um around supporting youth with lgbtq plus identities and in particular that schools are identifying safe spaces in the schools where students um including those with lgbtq plus identities um know that they can go to find um support from um adults in the school environment uh we are also um evaluating and and recommending schools um to implement enumerated policies um around anti-bullying and harassment um where they are specifically calling out um anti-lgbtq plus um bullying as a um kind of covered status um since that is not thoroughly mandated um and then uh one other thing I'll highlight is just around schools adopting positive behavioral Frameworks um as opposed to using punitive uh systems so where schools are really looking at the positive behaviors um and setting positive behavioral um EXP for all their students wonderful thank you Nick Bitz perhaps you can take the next question that's a bit of a uh methods question what advice do you have for folks trying to collect and use data about lgbtq plus youth at the local level yeah that's that's a really great question I think you know with this data I think firstly we have to ensure you know privacy and anonymity of of um of our participants um because this is very you know sensitive information some young folks are not out to their family members and so on so use you know self-administered surveys when possible Implement strict confidentiality protocols to protect sensitive information um use standardized inclusive questions um you know adopt validated questions for sexual orientation and gender identity that are age appropriate and inclusive of diverse sexual uh diverse identity um lgbtq young people are not um a monolith and it's important to see the differences um among the different sexual orientations and gender identities um and I think you know it's very important to educate data collectors on lgbtq plus terminology um sensitivity and the importance of respectful data collection um you know collaborate with lgbtq plus organizations where you can to inform your survey design and implementation consider in intersectionality so you know collect data on other demographic factors as well like race ethnicity socio economic status to understand you know intersecting um identities and experiences and I think be be transparent clearly communicate the purpose of your data collection and how it will be used to to benefit um lgbtq plus um yeah wonderful thank you reita perhaps Nick you can take the next one what can Educators do to help the voices of transgender youth be heard as they were excluded due to a lack of data yeah I think that's a very important one um so really kind of at large for the general student body it's important to kind of elevate student voice and make sure that they're being heard at the district and the school level and this is no different for lgbtq plus students um so we at CDC recommend that schools um have multiple um options for uh integrating student voice in their decision- making whether that is through youth advisory Council um or through um school health advisory councils that are including both students and members from the community um but in particular um is really making sure that these uh advisory councils are reflective of the student demographic and the student population and it may be that um you're looking to specifically

get the voice of lgbtq plus students and making sure that they're represented um some Avenues might be looking working through the GSA at a school through the gender sexuality Alliance Club um to perhaps start recruitment there um but yes thank you for that question terrific Renita how about the following question what's the next uh when is the next Trevor Project survey being done important to monitor the changes in the current environment yes so we're we're going to start recruiting for the next survey starting next year February um and the those results will be released um the following year so in in 2026 yeah great okay um a question for Nick maybe a clarifying question how does the CDC determine what schools to recruit for the ybs sure um so it depends on the um survey so if we're talking the national or the individual jurisdiction surveys um for the national survey that is a three-stage cluster sample so it is both looking to sample um Nationwide um and within um various States and schools in those States um some characteristics that are looked at uh in the sampling frame are um sex and race and ethnicity um and those are kind of the the primary um sampling characteristics of demographic characteristics great thank you and Rita perhaps you can take this one we get feedback from our schools that schools for reading and math not for mental health do you have any tips for helpful feedback we can give schools in this scenario sorry schools are for reading and math and not schools are for reading and math not for talking about mental health do you have any tips for helpful feedback we can give schools in this scenario right for sure and yeah we we want our children to focus definitely on the academics but it is very hard for them to focus on the academics when they do not feel well and supported and visible and seen um my my youngest came out and um you know it was they weren't you just they stopped learning they couldn't they were so caught up with just how will I be perceived that they're being bullied for who they were but once they were just accepted and affirmed and we had conversations with the school and parents their reading and math took off they were back to where they were before and I to see that firsthand was just so empowering even though we see the research always say yeah it is about reading and math but they can read and do math when they feel um when they when they don't have to deal with all these other stressors that they're experiencing um you should be able to go to school and just learn like any other child um and to thrive and that's what that's what we want yeah thanks so much for sharing that Nick do you have any suggestions for development of informative and resonating resource guides or social posts that is a great question um I don't have specific guidance around those as I'm not kind of resident Communications expert but what I will say on that is um to make sure that you're involving young people in um the creation of content that is uh that is geared towards them uh and so again maybe that is having Youth advisory groups or boards that are kind of reviewing as you're in development um and making sure that is responsive to their needs um and not just what we think that they might be needed it's great thank you reita how does the proximity to a metropolitan Hub impact the data are rural youth more impacted by lack of affirming environments right um so I think your rural youth firstly they generally experience you know sometimes greater challenges um than those closer to metropolitan areas because you know there's less access to lgbtq plus specific resources and support services there fewer um you know affirming spaces and Community organizations um and you know being closer to metropolitan areas can provide those greater opportunities for connection with lgbtq plus peers and Community better access to lgbtq plus um affirming Health

Care Providers and sometimes you know greater exposure to diverse and inclusive environments um so I think you know research has shown that roal youth are often impacted by a lack of affirming uh environments you know higher rates of depression anxiety um greater uh social isolation um less visibility of lgbtq plus identities um and you know fewer school-based supports like gsas or inclusive curricula and so um you know something to be mindful of for sure for for folks who are outside um the metropolitan areas great thank you Nick could you say a little more about some strategies for addressing School concerns that kids aren't answering the ybs honestly and so the data isn't reliable or useful sure yeah this is definitely concern that we hear all the time um you know of course there is the consistent message that we put out that you know the ybs is completely Anonymous and so that might kind of you're muted again or we're not hearing you hello oh we I hear not hearing you for a second okay all right um am I still there now we can hear you yes okay great thank you um so yeah thank you for that question it is something that comes up uh quite often and you know it we can definitely reiterate that the survey is completely Anonymous and so perhaps uh hopefully that is going of uh alleviating some of that concern that students know that they can answer honestly um at the same time we also do provide or conduct um data quality checks um in the ybs data processing so it's not simply just taking the raw data that we get from students but making sure that it is consistent across that we are kind of weeding out responses that are Maybe um in un u unreasonable ranges you know if you put a very high weight or a very short um height or something um in those questions uh so there are some other data processing checks that take place to make sure that we are identifying uh potentially fraudulent responses thank you for that we need to are there data to show how many supportive adults and positive friends uh youth have and feel that they can go to there is so we have a brief on this on our website on supportive adults um and I don't know the exact breakdown but I from our research we know that you know the difference of one supportive adult just having at least one supportive adult who is accepting of your sexual orientation or gender identity can um is associated with a 40% lower odds of attempting of of suicide risk and you know that was huge for us like you just just that one person that you know uses your pronouns respects you for who you are is that one safe person at school maybe that you go to um you that uh has such a huge impact and so um you know you that's what we share often with folks be that one person for for somebody great thank you for that and perhaps this goes to both of you why are rates for suicide attempts higher for Trans Youth and the ybs data versus the Trevor Project data does this relate to sample bias among youth who have capacity to answer the Trevor Project survey um well I can kick that off I will say um this is something that comes you know with any sort of data collection right so these are all estimates these are not you know the kind of cold hard truth and so we're never really going to get the true number from a single survey we have to do continued repeated sampling um to really understand um what are the rates of behaviors of course there is going to be different biases introduced by different methodologies and so we might see some slight differences um when I was kind of looking through the data they were still relatively close you know it was I believe almost 50% of transgender students across both the tber project in the ybs um that had attempted suicide I believe it was either that or considered suicide um so they're still kind of close they're

going to be slightly different because of methodologies um but ronita anything else you want to add to that yeah definitely everything Nick said for sure and we are different in some ways right so the ybs use looks at the grade NES to 12 we do 13 to 24 year olds we do on our website do a kind of a comparison with the cdc's ybs using only the the age range that they looked at and the numbers are quite similar but again um ybs uses a nationally representative sample we do use targeted social media recruitment um you know ybs focuses on all high school students ours is lgbtq youth only um and so you know there's there's all these differences that can lead to other differences we're seeing and um yeah I think that's why we're we're seeing what we're seeing but our Trends are overall you know the same right another question for both of you how can State Health departments use ybs data and Trevor Project data to support lgbtq plus Mental Health um I would say you know especially as schools and districts are kind of planning their activities around supporting student mental health um it can be really helpful to look at the data and understand kind of where folks are at what is kind of the Baseline of mental health you know if you have the local jurisdiction data available that's one thing if you don't have that available but you can look perhaps at the data from your state um or from a neighboring state or you know just looking at the national right trying to draw as much as you can to understand what is the state of students mental health as it is as you're uh designing programs yeah definitely um you know inform you know use hopefully that are the point of you know putting all this together is we hope that states use these survey results to you know develop and implement lgbtq plus inclusive policies in schools and other youth serving institutions we hope that there's funding directed towards mental Health Services for sure and suicide prevention programs um and that there's training for educators and staff so we hope that states are able to use the state and in ways that you know decrease the disparities um and we're also you know releasing our state-by-state reports in March that look specifically at what's happening in each state because we do understand there is a need not just to look at National Data but what is going on at the state level and um you know we hope to respond um to that in in a few months definitely that's that's terrific another question Nick maybe you can start us off because you talked about disinformation uh quite a bit open to both of you I'd love to hear more about how to address disinformation about student surveys and inclusion of questions on uh sexation and gender identity particularly when it's being spread on social media within online parent communities yeah it is it's difficult right I'm not going to sugarcoat that it is difficult to really address the misinformation especially as it's spreading online where it can be kind of unchecked in a lot of ways um you know of course like as I mentioned earlier our kind of main message is combat it with facts don't repeat it um and don't kind of propagate that misinformation but just with the facts sexual Ori variations and sexual orientation and gender identity are normal long-standing um and so it's nothing to be afraid to ask about um and yeah it is it is ult it's also something just to remember that it's not just because you see it online does not mean that it's necessarily the majority opinion and so it's making sure to also kind of get out there as well and make sure that you are kind of being part of the voice that is against those um voices that are spreading misinformation right perhaps last question uh Rita can you describe your educational and career path that led you to be in your current position so we only have a minute or so if people want to know how you ended up in your role oh for sure um so I was working I 15 years ago with Street Youth

in in India in New Delhi India um and you know looking at their mental health outcomes and you know so many young people had actually you know been um you know had been kicked out of their homes because of their sexual orientation gender identity but they didn't have a term for this because was you know they came from very um conservative communities and you I realize this particularly in certain um cultures that you know this coming out process is is very very difficult associate with a lot of stigma particularly in collectivist communities and so you know I felt like a lot of the what they their mental health outcomes and physical health outcomes were a result of this this intense stigma and discrimination they had experienced um that had them to leave and live on the streets and so I kind of took that back here and I started working with young people and um yeah then just dealing with some um some of this at at home as well kind of reaffirmed my path to pursue this this research with with the Trevor Project wonderful we're glad you did well thank you so much to Nick and ranita for their wonderful presentations and discussion and to the audience for submitting such thoughtful questions we're very grateful to CSN and our organizers for this very special event we'd like to ask you all to please complete the evaluation of today's session the link is on the slide you see here and Katherine will launch the evaluation for participants thank you so much to everybody to the CDC to the Trevor Project we appreciate you filling this survey out and be well.