
Gender Identity and Expression and Adolescent Health in Oregon

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PUBLIC HEALTH DIVISION

Adolescent and School Health Unit

- Our **Vision:** Oregon is the very best place for all youth to learn, grow, and thrive.
- Our **Mission:** To support the health of all youth in Oregon through evidence-based and data driven policies, practices, and programs.



Oregon Healthy Teens Survey

- Representative sample of Oregon's 8th and 11th graders
- Survey takes place biennially on the odd years (most recent 2017)
- ~27,000 students, 600 schools surveyed
- Provides state and county level data
- Questions range: general, oral, and mental health topics, resilience, behavior, and perceptions of peer and parental attitudes.

For more on the OHT Survey:

<https://public.health.oregon.gov/BirthDeathCertificates/Surveys/OregonHealthyTeens/Pages/index.aspx>

Benefits of having inclusive measures on OHT

- Sexual minority youth report worse health outcomes compared to their heterosexual and cisgender peers
 - Found at the national and state level
- Inclusive data ensures the needs of the LGBTQ youth are illuminated and they aren't ignored by critical programs and services
- Illustrates the need for safe school policies and inclusive sexual health education
- Reduce or eliminate health disparities among LGBTQ youth

Sources: Centers for Disease Control and Prevention. Health risks among sexual minority youth.

<https://www.cdc.gov/healthyouth/disparities/smy.htm>, LGBTQ Task Force.

<http://www.thetaskforce.org/why-data-collection-matters-to-lgbt-people/>

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Our journey to inclusive data practices

- In 2015 “something else” was added to the response choices for “What best describes you?”, a question designed to better include sexual orientation of respondents
- In February 2016, I presented at PSU’s Social Determinants of Health Initiative workgroup.
 - Health disparities among “something else” youth emerged
 - Who are these youth?
 - Among those who reported ever having sex, majority of “something else” youth have had sex with the opposite sex

A new frontier ...



- Oregon stood to be one of the first states in the nation to have such inclusive data practices
- We knew we needed questions on both gender expression and gender identity
 - When asked alone, they don't tell us the entire picture. For instance, a person's gender expression may not correspond to their gender identity or transgender status.
- In spring 2016, the Adolescent and School Health Unit began a literature review for validated scales and reaching out to community partners to gather their ideas and thoughts

Community Partnership

- We engaged our LGTBQ community partners during every phase!
- Their feedback was integral, it ensured the questions were:
 - Trauma-informed
 - Relevant and easy to understand
- Our community partners include:
 - Members of the LGBTQ community
 - University of Oregon
 - Basic Rights Oregon
 - Sankofa Collective (formerly Black Chapter of Portland PFLAG)

The questions

Gender identity (1)

15. How do you identify? (Select one or more responses)

- Female
- Male
- Transgender
- Gender nonconforming/Genderqueer
- Gender fluid/not exclusively male or female
- Intersex/Intergender
- Something else fits better
(Specify) _____
- I am not sure of my gender identity
- I do not know what this question is asking

Sexual orientation (1)

90. Do you think of yourself as...

- Lesbian or gay
- Straight, that is, not lesbian or gay
- Bisexual
- Something else (Specify) _____
- Don't know/Not sure

Gender expression (2)

16. A person's appearance, style, dress or the way they walk or talk may affect how people describe them. How do you see **yourself**?

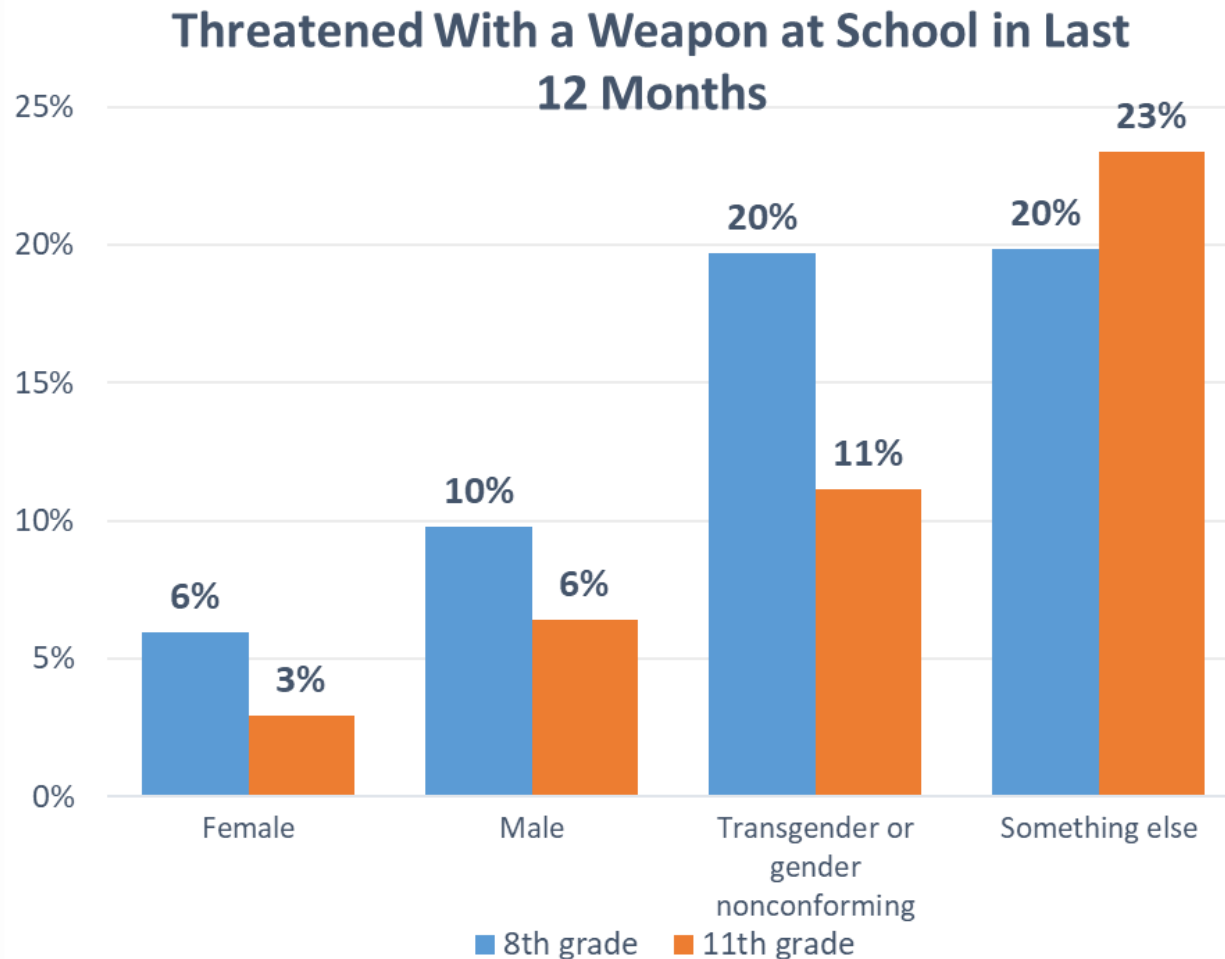
- Very feminine
- Mostly feminine
- Somewhat feminine
- Equally feminine and masculine
- Somewhat masculine
- Mostly masculine
- Very masculine
- I am not sure
- I do not know what this question is asking

17. A person's appearance, style, dress or the way they walk or talk may affect how people describe them. How do you think **other people at school** would describe you?

- Very feminine
- Mostly feminine
- Somewhat feminine
- Equally feminine and masculine
- Somewhat masculine
- Mostly masculine
- Very masculine
- I am not sure
- I do not know what this question is asking

And the data shows ...

School Climate

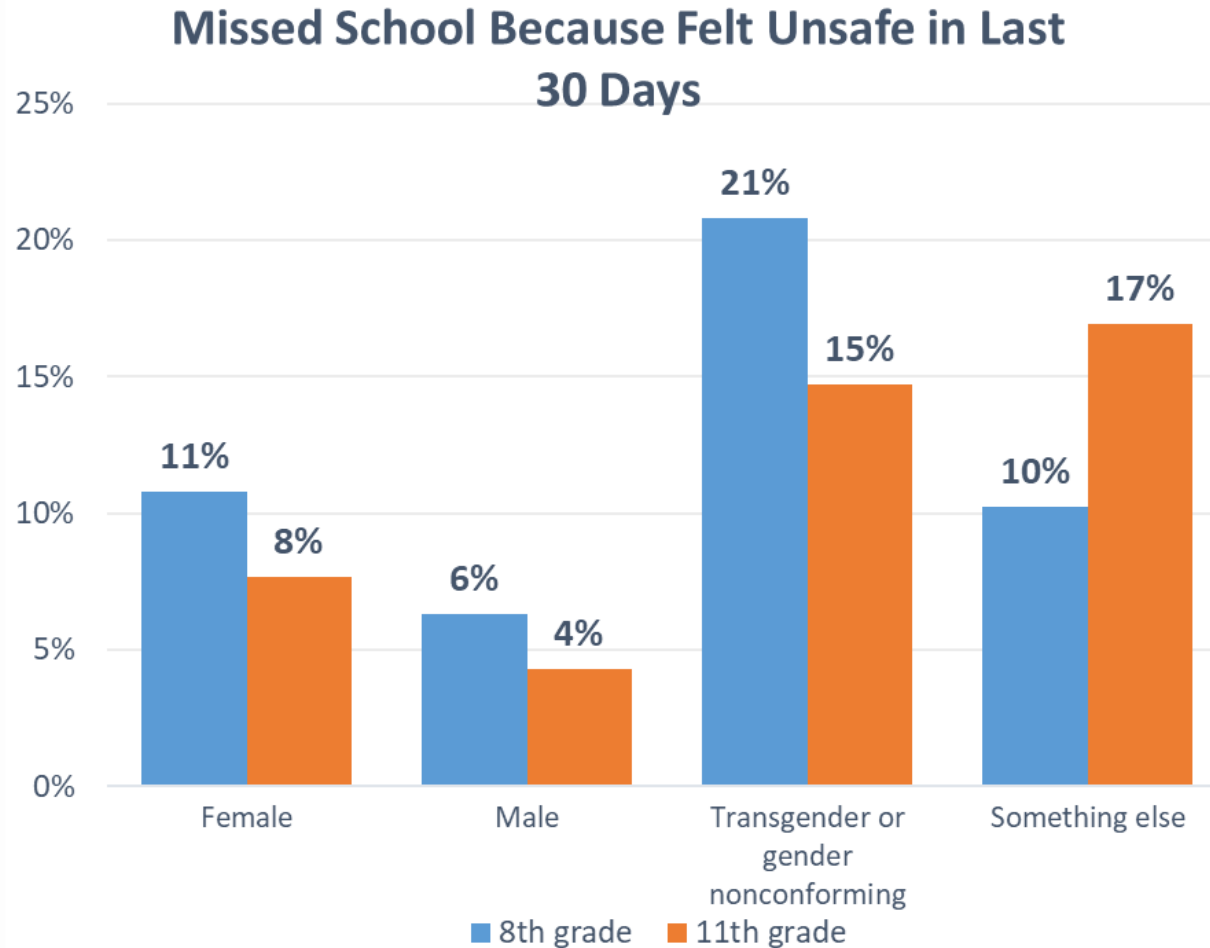


Source: 2017 Oregon Healthy Teens Survey

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Note: "Transgender or gender.." includes those who identified as transgender, gender fluid, genderqueer, gender nonconforming, intersex/intergender, multiple responses, and "not sure of gender"

School Climate

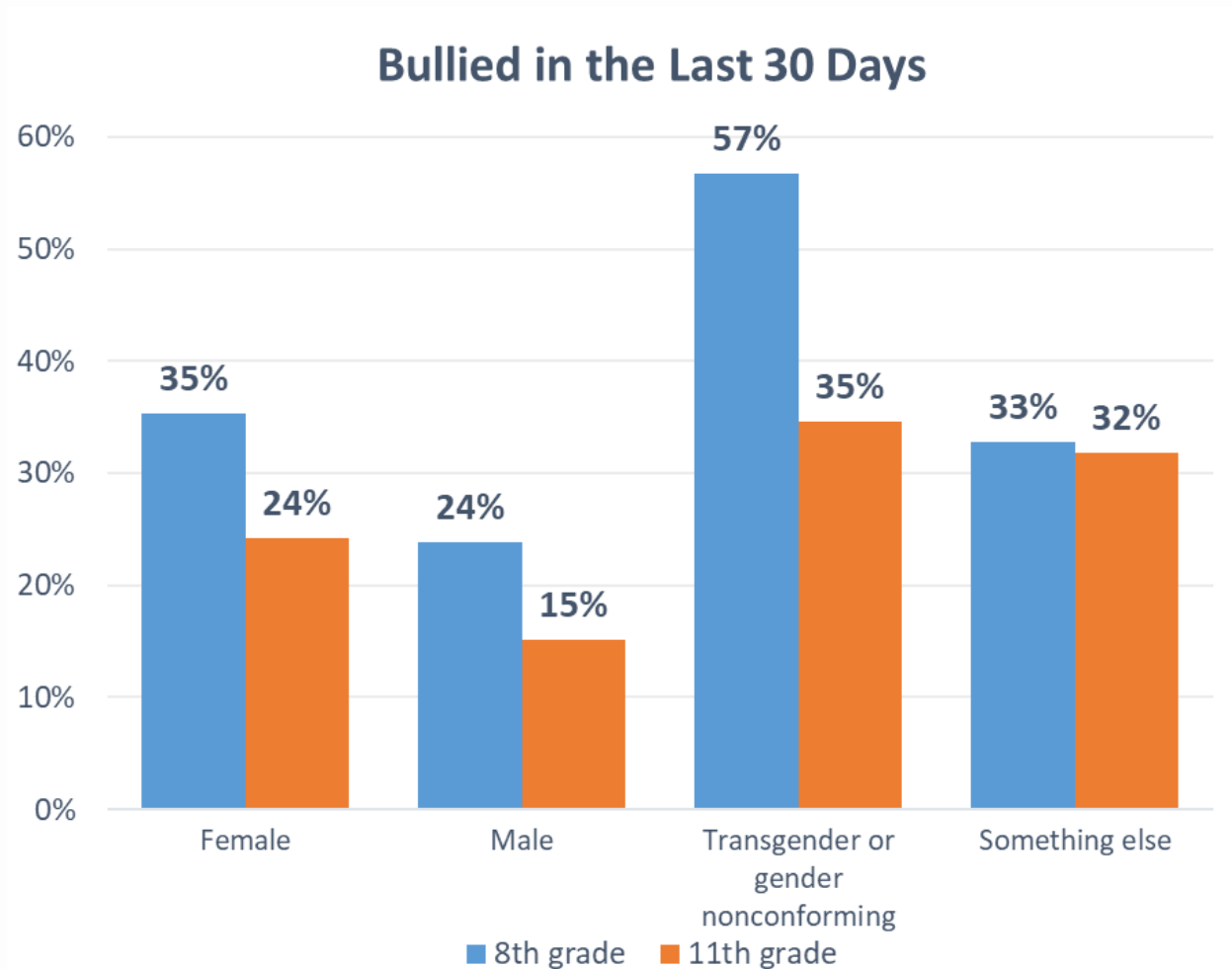


Source: 2017 Oregon Healthy Teens Survey

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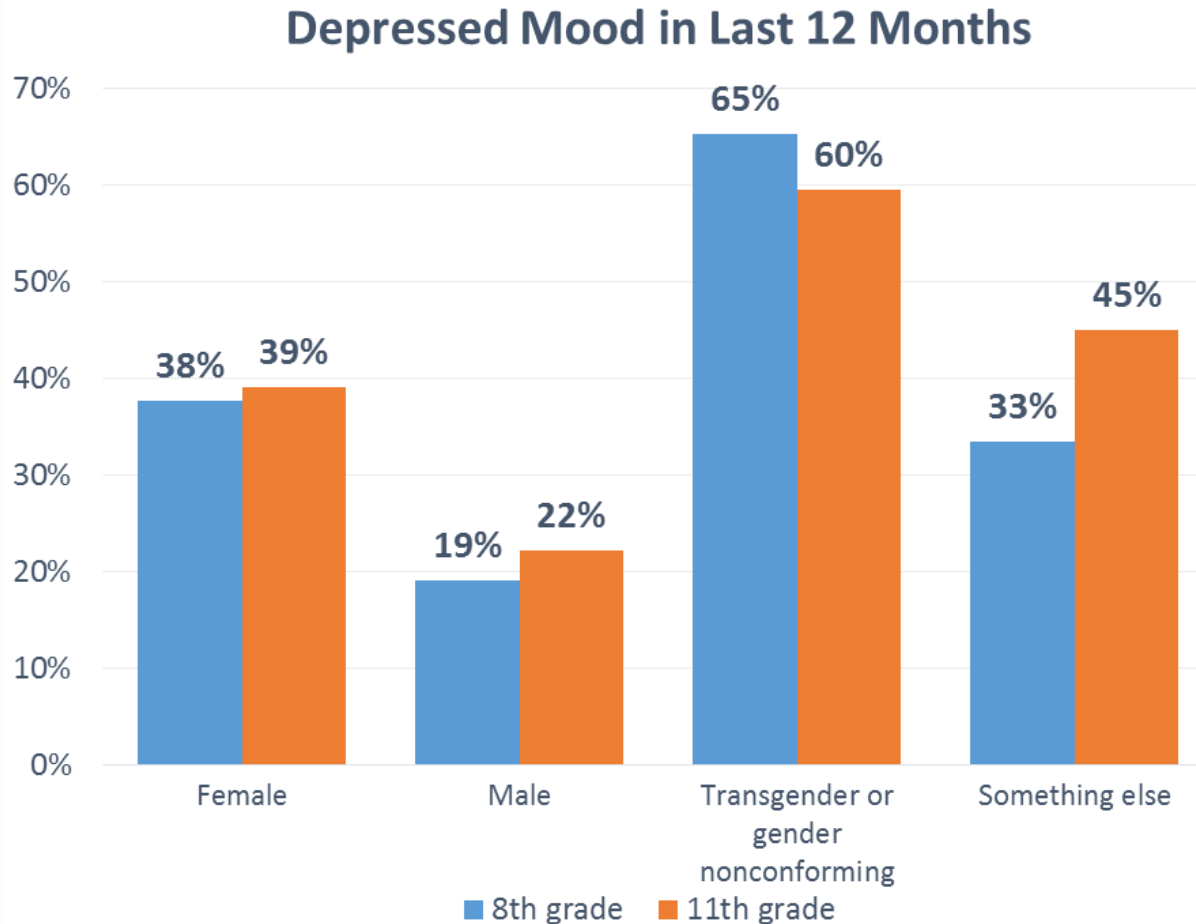
Source: 2017 Oregon Healthy Teens Survey

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Mental Health



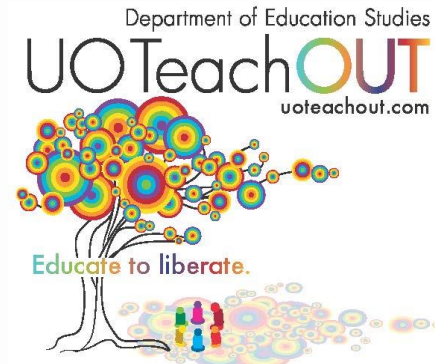
Source: 2017 Oregon Healthy Teens Survey

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Applications: Helping Partners Assess School & Community Climate

Student Safety Risks and Accountability



Sexual Orientation: Social Vulnerabilities



According to data from the 2015 national [Youth Risk Behavior Survey \(YRBS\)](#), of surveyed LGB students:

- 10% were threatened or injured with a weapon on school property
- 34% were bullied on school property
- 28% were bullied electronically
- 23% of LGB students who had dated or went out with someone during the 12 months before the survey had experienced sexual dating violence in the prior year
- 18% of LGB students had experienced physical dating violence
- 18% of LGB students had been forced to have sexual intercourse at some point in their lives.

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Gender Identity and Gender Expression

Historically, YRBS and other studies have gathered data on lesbian, gay, and bisexual youth but have not included questions about transgender and questioning/queer youth. The 2017 YRBS survey offered a pilot question on gender identity.



In 1999, GLSEN completed the first National School Climate Survey (NSCS), a biennial survey that examines intolerance toward LGBT students in school. Data from this biennial survey has contextualized both national and regional public health concerns related to both sexual orientation and gender identity.

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SCHOOL CLIMATE IN OREGON

FACT: The majority of LGBTQ students in Oregon regularly heard anti-LGBT remarks (Fig. 1). Many also regularly heard school staff make homophobic remarks (15%) and negative remarks about someone's gender expression (33%).

FACT: Most LGBTQ students in Oregon had been victimized at school (Fig. 2). Of those, most never reported the incident to school staff (56%). Only 30% of those students who reported incidents said it resulted in effective staff intervention.

Figure 1. Hearing Anti-LGBT Remarks from Students in Oregon Schools
(percentage of LGBTQ students hearing remarks sometimes, often, or frequently)

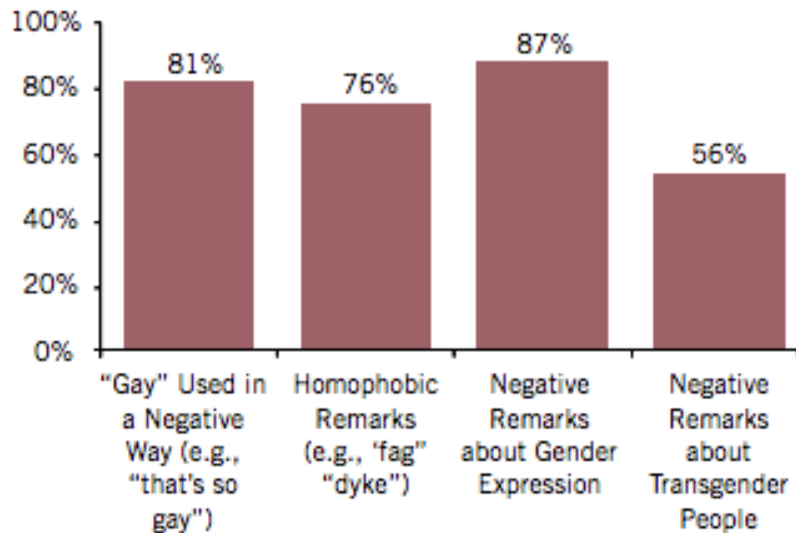
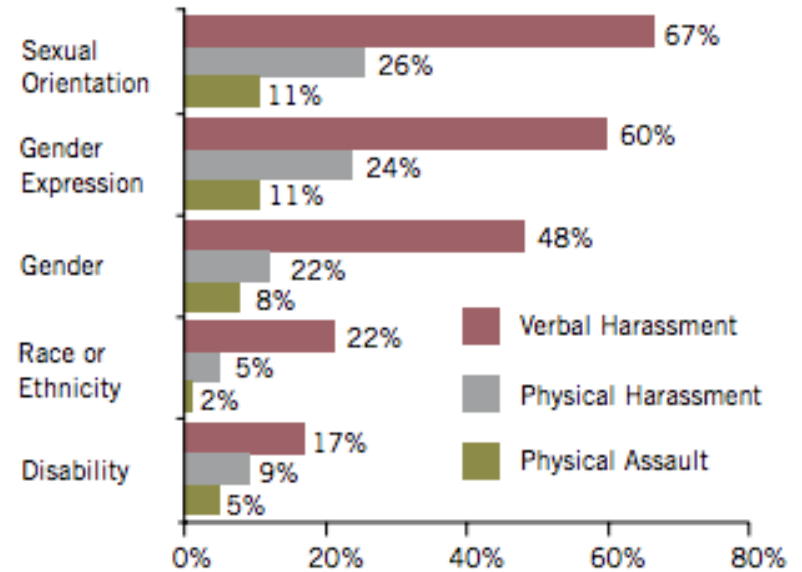


Figure 2. Identity-based Harassment & Assault in Oregon Schools
(percentage of LGBTQ students harassed or assaulted)



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New OHA Oregon Specific Data Informs the Oregon Department of Education ODE



OSCC
Oregon Safe Schools &
Communities Coalition

2017 • SIXTH ANNUAL STATE OF SAFE SCHOOLS REPORT

Sticks and Stones: Persistent Unsafe Conditions for LGBT Youth in Oregon Schools

Abstract:
Thanks to a decade of national research, educators and youth advocates now know that **inclusive anti-bullying policies, inclusive curriculum, and student community building organizations like gay-straight alliances (GSAs)** improve school climate, reduce bullying, and reduce risk of suicide attempts in **sexual orientation and gender identity minority (SOGI) youth**.
The Oregon Safe Schools and Community Coalition (OSSCC) 2017 State of Safe Schools in Oregon report analyzed results from the 2017 Oregon Healthy Teens (OHT) survey* in relation to results from the US Center for Disease Control's (CDC) 2015 Youth Risk Behavior Surveillance System (YRBSS)* and the GLSEN's 2015 National School Climate Survey. The goal of the annual OSSCC report is to help Oregon educators, advocates and community leaders identify school safety, risks, and resiliency factors for SOGI minority youth.
This report indicates SOGI minority Oregon students are at a significantly high risk for **bullying, school-based violence, sexual assault, absences from school, and suicidal ideation**. Our analysis of the 2017 Oregon Healthy Teens survey is consistent with the national findings in each of these high-risk areas. Each of these national reports along with this new Oregon report, highlight that SOGI minority (Lesbian, Gay, Bisexual, and Transgender) youth continue to experience pervasive verbal, physical, psychological, and sexual violence at more than **double the rate of their peers**.
The 2017 Annual Safe Schools Report alerts Oregon educators to this crisis in school safety and adolescent wellbeing for our youth and maps a way forward for advocates and educators.

Key Findings for the 2017 Safe Schools Report

Positive Youth Development (PYD)
Positive youth development is on the decline for all Oregon youth, with only one half of all Oregon youth showing the indicators for PYD in 2017.
Current Positive youth development is further reduced among the population of sexual orientation and gender identity minority youth. Less than one third of LGBT youth show PYD.

Bullying, intimidation, harassment, and threats of violence

- LGBT youth were twice as likely to experience bullying and harassment at school.
- LGBT youth were twice as likely to have been threatened with a weapon.

Fear-based absences and chronic absences

- LGBT youth were three times as likely to have stayed home from school because they were afraid for their safety at school.
- LGBT youth were chronically absent at higher rates than their peers during middle school.

Suicidal ideation and suicide attempts

- One half of LGBT youth expressed they considered suicide during 2017.
- One quarter of LGBT youth expressed they attempted suicide during 2017.


Sexual coercion and sexual assault (11th grade only)

- LGBT youth were two to three times as likely as their peers to report having been sexually assaulted.
- LGBT youth were two times as likely as their peers to report having been coerced into sex.

Key Recommendations

- Trained and supportive educators
- Trauma-informed classrooms
- Inclusive curriculum across content areas
- Supportive student affinity clubs like Gay-Straight Alliances (GSAs)
- Enumerated Anti-Bullying Policies (those that identify areas of pervasive bias)

2017 State of Safe Schools Report | 1



**OREGON
DEPARTMENT OF
EDUCATION**
Oregon achieves... together!

Advisory Committee on Safe and Effective Schools for ALL Students

March 20, 2018

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Thank You!

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