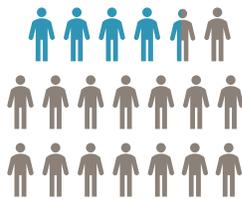


Both students of color and LGBT (lesbian, gay, bisexual, or transgender) students face health risks and health disparities which exceed those experienced by their white non-Hispanic, or cisgender / heterosexual peers.¹ For students of color who identify themselves as LGBT, oppression may take multiple forms due to their combined sexual orientation, gender identity, ethnicity, and/or race.²



In 2019, 17% of students of color identified themselves as LGBT.

Research shows that supportive school staff, clear and comprehensive policies to improve school climate, inclusive curriculum and student-led discussion and support groups improve the health and academic achievement of LGBT students of color.³

Mental Health

Regardless of race and ethnicity, LGBT students are more than two times as likely to report feeling sad or hopeless and three to four times as likely to harm themselves on purpose without wanting to die and to make a suicide plan in the past year compared heterosexual / cisgender students. Compared to white non-Hispanic LGBT students, LGBT students of color are significantly more likely to have attempted suicide in the past year and more than four times as likely as heterosexual / cisgender students of color to have attempted suicide.

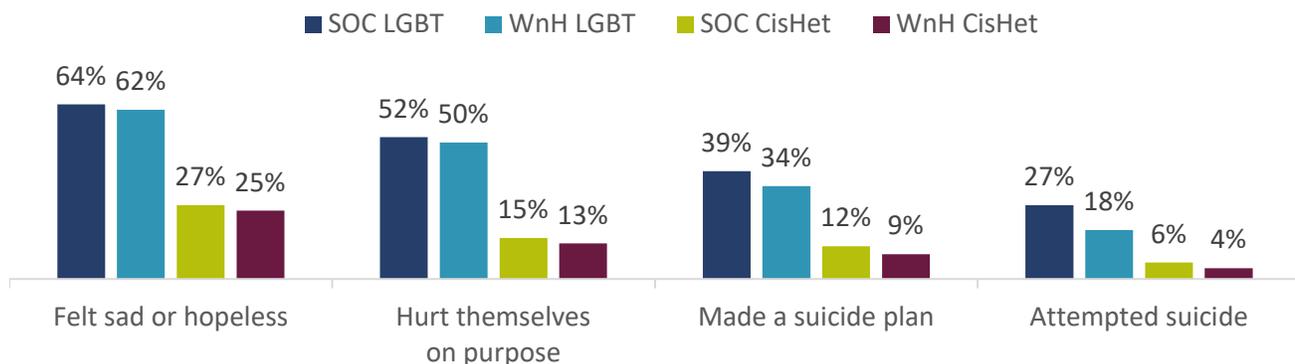
Key Findings

LGBT students of color are significantly more likely to experience mental health issues, violence, hunger and food insecurity and are less likely to experience protective factors compared to other students including LGBT students who are white, non-Hispanic.

Compared to white, non-Hispanic LGBT students, LGBT students of color are:

- Nearly twice as likely to experience violence while dating.
- Nearly three times as likely to experience hunger or housing insecurity.

Mental Health and Suicide Risk



¹ CDC (2017) Sexual Minority Youth in [Youth Risk Behavior Survey: Data Summary & Trends Report 2009-2019](#).

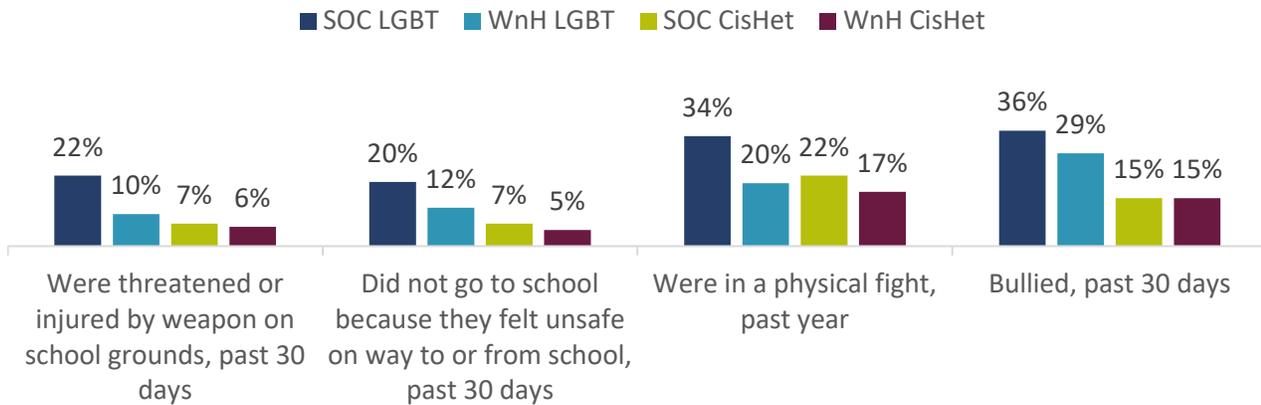
² GSA Network (2018) "[LGBTQ YOUTH OF COLOR: Discipline Disparities, School Push-Out, and the School-to-Prison Pipeline.](#)"

³ GLSEN (2020) "[Supporting LGBTQ+ Students of Color.](#)"

Physical Violence and Safety

LGBT students of color are nearly two times as likely as white non-Hispanic LGBT students and three times as likely as heterosexual / cisgender students in general to report being threatened on school grounds or to not go to school because they felt unsafe during the past month. LGBT students of color are significantly more likely than all other students to experience bullying or to have been in a physical fight.

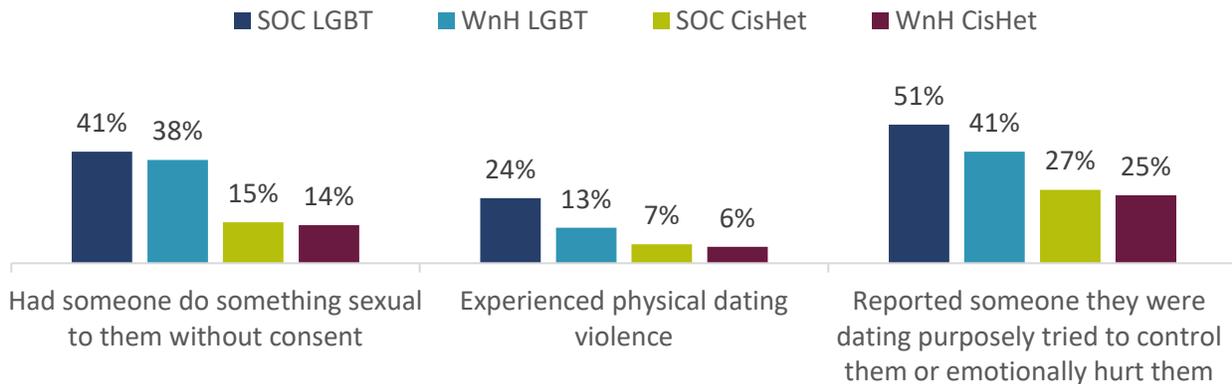
Bullying, Physical Violence and Threats to Safety



Sexual and Dating Violence

LGBT students of color are significantly more likely than all other students to experience emotional and physical abuse by someone they were dating or going out with. Compared to their heterosexual / cisgender peers, LGBT students were also significantly more likely to report experiencing unwanted sexual contact.

Physical, Emotional, and Sexual Violence

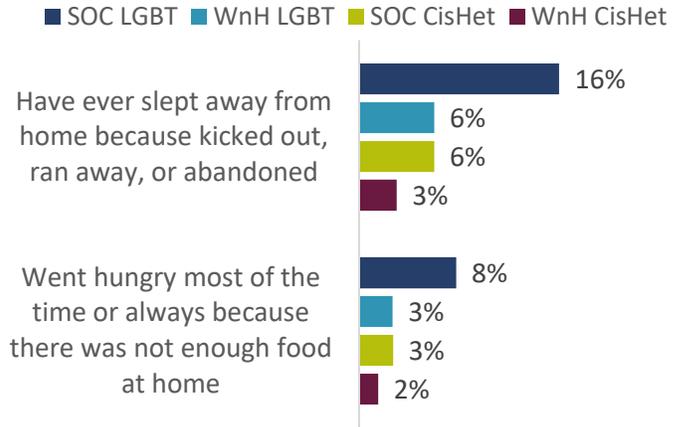


Data Notes: In the 2019 Youth Risk Behavior Survey, race and ethnicity is measured with two questions: “Are you Hispanic or Latino?” and “What is your race?” Students of color identify themselves as being Hispanic/Latino, Black, American Indian/Alaskan Native, Asian, Native Hawaiian/ Pacific Islander, or multiple races. Sexual orientation and gender identity are measured with two questions: “What best describes you?” and “Are you transgender?” LGBT students identify themselves as lesbian, gay, or bisexual and/or transgender.

Food and Housing Insecurity

LGBT students of color were two to three times more likely than their peers to have experienced hunger due to household food insecurity. During the past 30 days, one in six LGBT students of color slept away from home because they were kicked out, ran away, or were abandoned. Six percent or less of non-Hispanic LGBT or heterosexual / cisgender students reported the same.

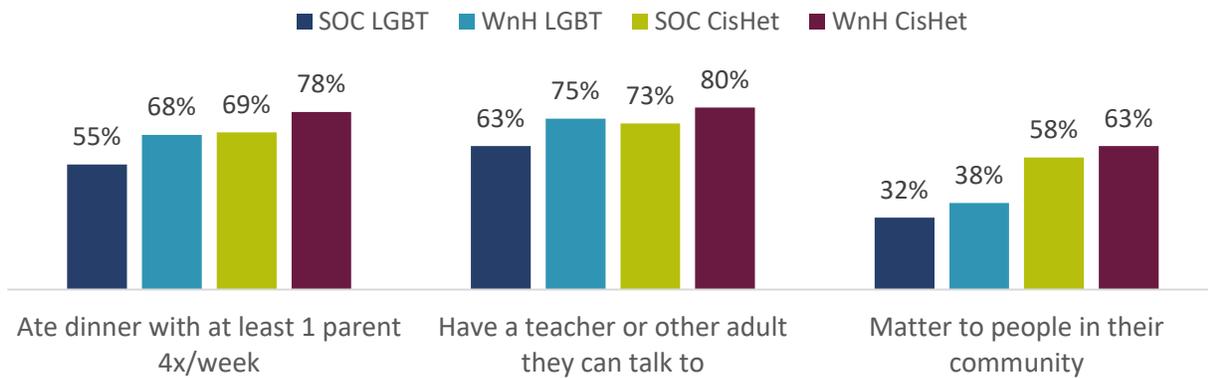
Hunger and Sleeping Away from Home



Protective Factors

LGBT students of color are significantly less likely to report frequently eating dinner with at least one parent and having an adult to talk to at school compared with white non-Hispanic LGBT and heterosexual / cisgender students. LGBT students are significantly less likely to believe they matter to people in their community.

Family, School, and Community Support



What can we do?

LGBT students of color experience multiple types of oppression and stigma which can negatively impact their physical and emotional well-being. Schools can work proactively to address bullying, harassment, and hostile school climates. Healthy school environments include just and restorative disciplinary policies, student-run gay-straight alliances and ethnic-cultural clubs, inclusive curriculum and activities, and well-trained, supportive staff and teachers.⁴

Have questions or need guidance visit: Outright Vermont <http://www.outrightvt.org/>
 To learn more about creating an inclusive school environment visit: [Student Resources – Advancing Racial Equity](#)
 For more information about this brief contact: Emily Belanger, Emily.belanger@vermont.gov
 For more information about the YRBS contact: Kristen Murray, PhD, YRBS coordinator, Kristen.murray@vermont.gov or visit www.healthvermont.gov/yrbs

⁴ GLSEN (2020) “[Erasure and Resilience: The Experience of LGBT Students of Color.](#)”