



Southeast (HHS Region 4)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

# Supporting LGBTQ+ Youth in Schools



March 11, 2021 | 12:00-1:30 p.m. EST



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# DISCLAIMER

The views, opinions, and content expressed in this presentation do not necessarily reflect the views, opinions, or policies of the Center for Mental Health Services (CMHS), the Substance Abuse and Mental Health Services Administration (SAMHSA), or the U.S. Department of Health and Human Services (HHS).



Southeast (HHS Region 4)

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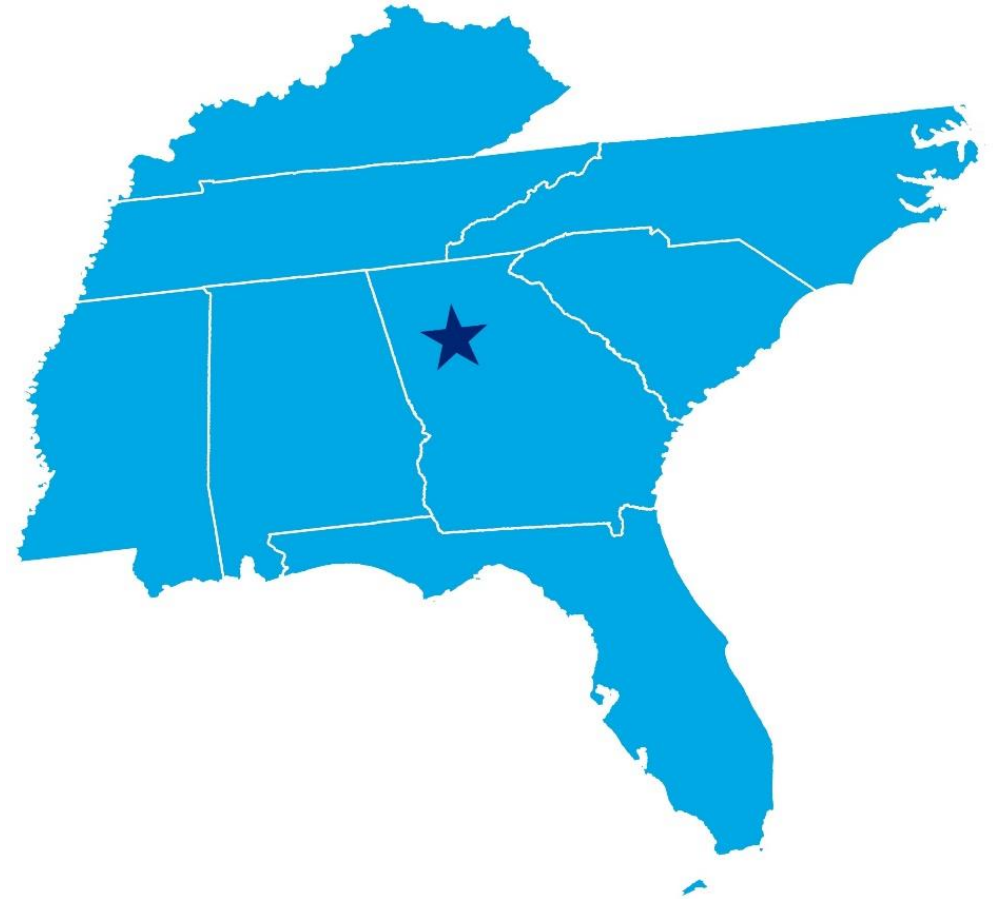
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**The Southeast MHTTC** is located at Emory University in the Rollins School of Public Health.

**Our Mission:** To promote the implementation and sustainability of evidence-based mental health services in the Southeastern United States.

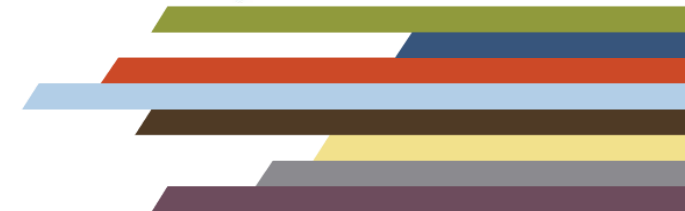
**Our Vision:** Widespread access to evidence-based mental health services for those in need.

**Our Services:** We use a public health approach to build leadership capacity and to provide mental health trainings and resources to providers, agencies, and communities across the Southeast.



**SAMHSA**

Substance Abuse and Mental Health  
Services Administration



# Region IV Southeast Mental Health Technology Transfer Center

Please visit our website at [www.southeastmhttc.org](http://www.southeastmhttc.org) for upcoming trainings as well as archived recordings of past trainings.

The screenshot shows the website's header with the logo for Southeast (HHS Region 4) MHTTC, which is the Mental Health Technology Transfer Center Network, funded by the Substance Abuse and Mental Health Services Administration. A navigation menu includes links for YOUR MHTTC, TRAINING AND EVENTS, RESOURCES, PROJECTS, COMMUNICATION, and ABOUT. Below the menu is a 'SOUTHEAST MHTTC NAVIGATION' bar with a 'Go to Center' button. The main content area features a large banner with a photo of people's hands clasped together, announcing an event on Feb 10th at 10 AM titled 'Our Vision: Widespread access to evidence-based mental health services for those in need.' A 'Learn More' button is present. Below the banner is a section for 'Southeast MHTTC' with a photo of the Atlanta skyline and text stating the center is located in Atlanta, GA, at Emory University's Rollins School of Public Health, serving eight states in HHS Region IV. Contact information is provided as 404-387-8515 and [southeast@mhttcnetwork.org](mailto:southeast@mhttcnetwork.org).

## NEWS



## UPCOMING EVENTS

**AUG 05**  **Suicide Risk Assessment Training - Raleigh, NC**  
Suicide Risk Assessment is an interactive training targeted to Master's level and licensed mental...

**AUG 07**  **Financing School-Based Mental Health Services in Medicaid Managed Care**  
This webinar will provide an enhanced understanding of how school-based mental health (SBMH)...





Nhan Truong, Ph.D.  
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*GLSEN Sr. Youth Programs Manager*

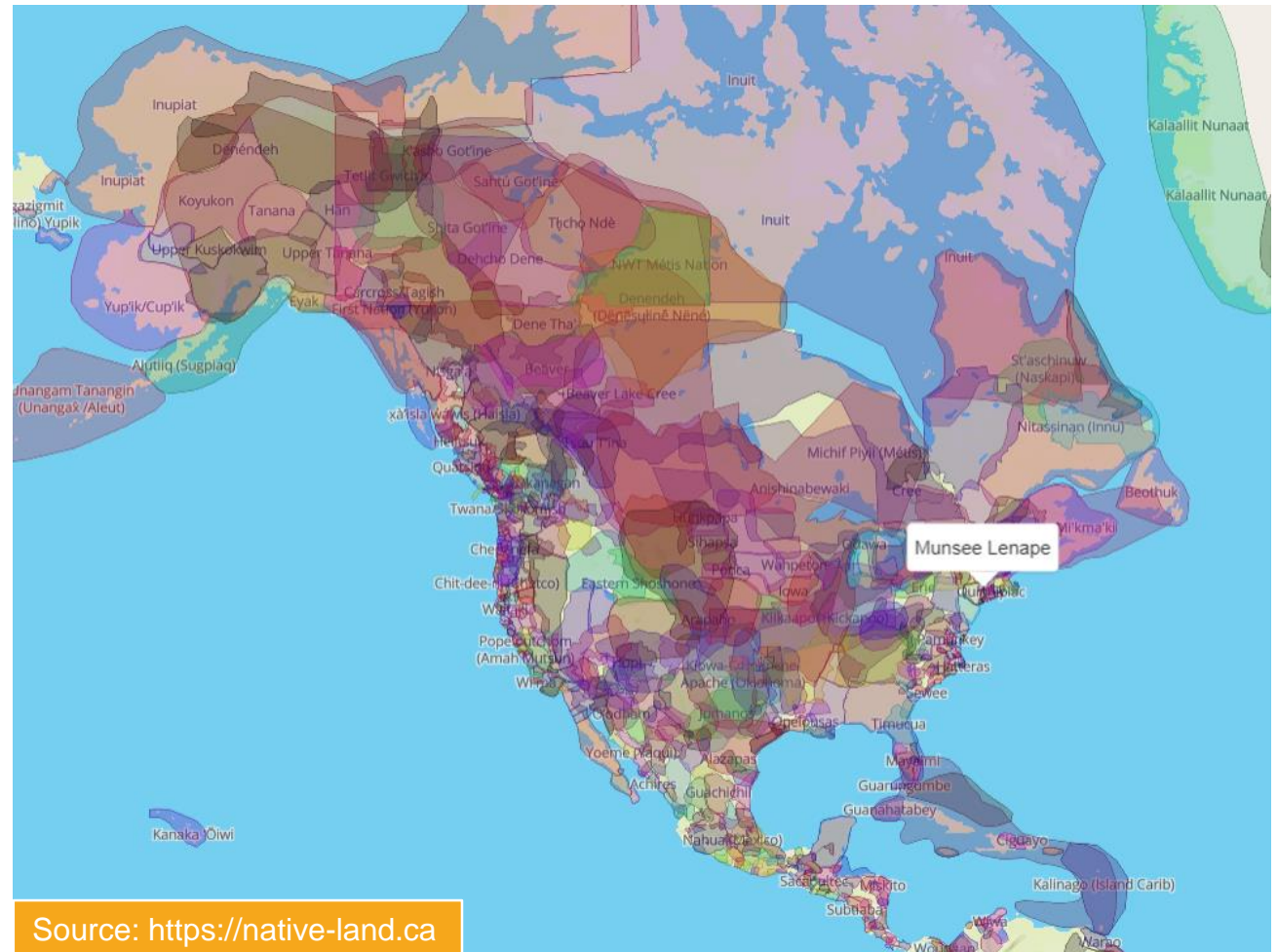




# Land Acknowledgement

The GLSEN Research Institute, GLSEN Education and Youth Programs, and its staff completed this work while on the ancestral home of the Munsee Lenape.

We encourage you to learn more about the indigenous territories on which you reside.



**GLSEN**<sup>®</sup> 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.

- Leading Research
- Educational Resources & Training
- Student Leadership
- Policy Advocacy
- Public Awareness
- 35+ State & Local Chapters



**GLSEN** | RESEARCH INSTITUTE supports the organization's mission by conducting original research on issues of sexual orientation and gender identity/expression in K-12 education and evaluating GLSEN programs and initiatives.

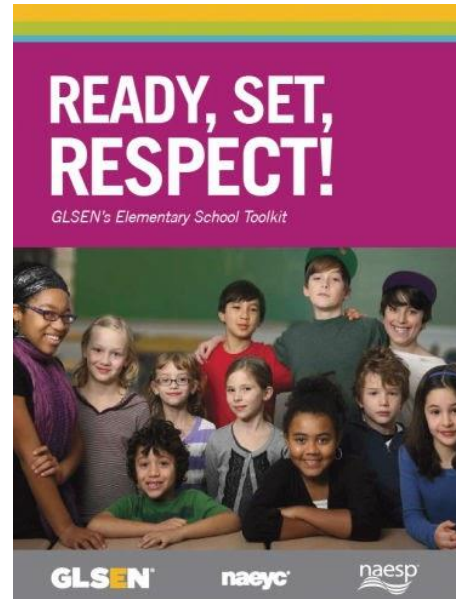
The Department also assists chapter and student leaders and other safe school advocates in conducting local research and evaluation to document, promote and improve local efforts.





# GLSEN: Education & Youth Programs

- Educator Resources
- Professional Development
- Educator & Student Engagement Opportunities
- Student Resources
- Student Leadership
  - National Student Council
  - GSAs (Gender & Sexuality Alliances)
  - SHINE Teams

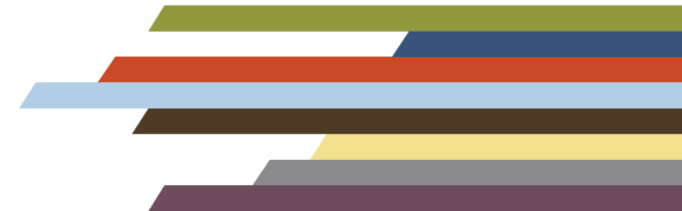


# Overview

- **Terminology on LGBTQ+ Youth**
- **GLSEN Research on School Experiences Among LGBTQ Youth**
- **Voices from LGBTQ+ Youth**
- **Q&A**



# Terminology on LGBTQ+ Youth



# TERMINOLOGY



- **Lesbian**
- ***Gay***
- ***Bisexual***
- ***Transgender***
- ***Queer***



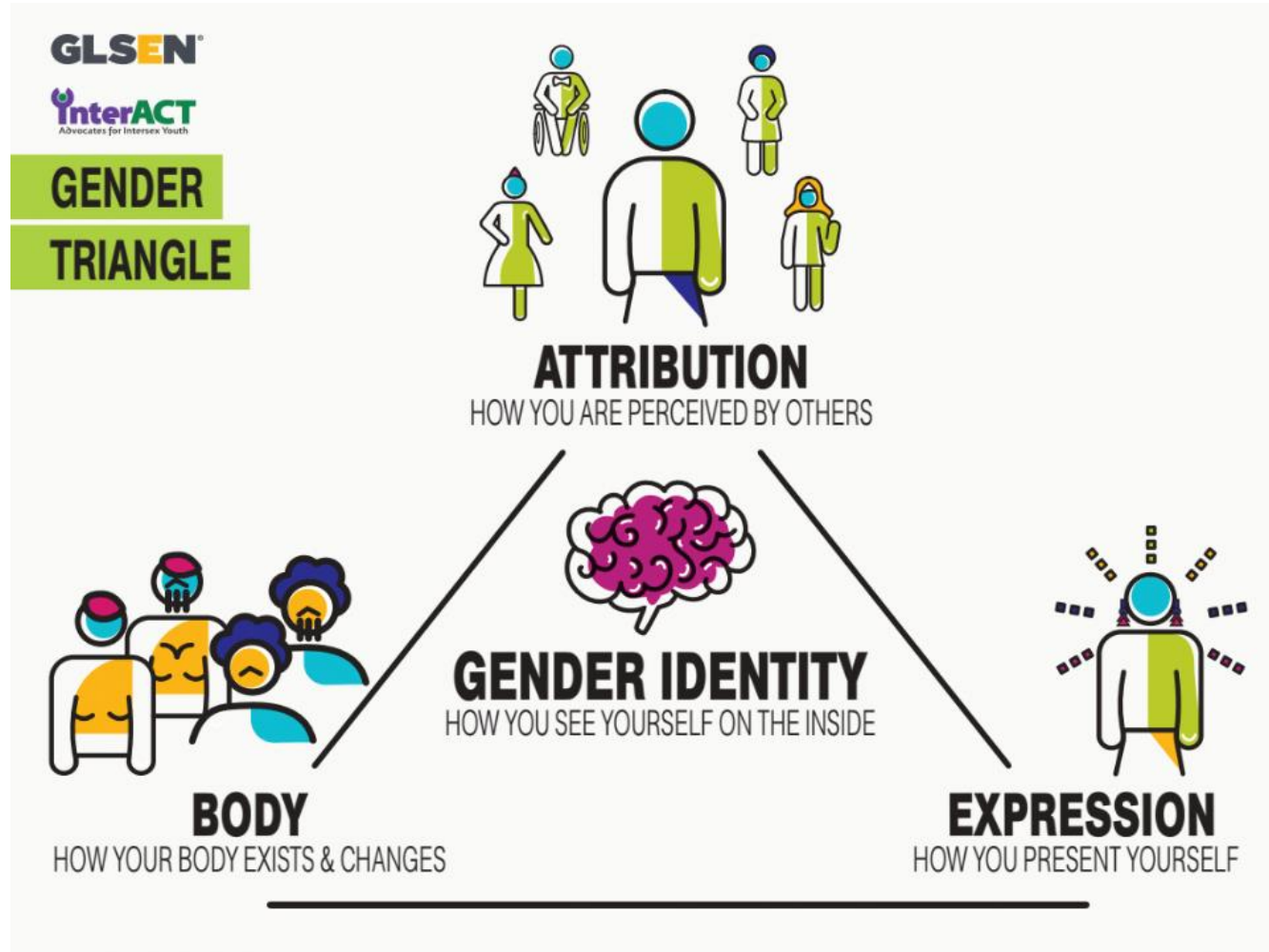
# TERMINOLOGY

- **SEXUAL ORIENTATION:** Refers to if and to whom one is sexually attracted. Sexual orientation can be flexible or rigid and may change over time.
- **GENDER IDENTITY:** A person's deeply held knowledge of their own gender, which can include being a man, woman, another gender, or no gender. Gender identity is an innate part of a person's identity. One's gender identity may or may not align with society's expectations with the sex they were assigned at birth (male, female, or intersex).





# TERMINOLOGY



# TERMINOLOGY

- **GENDER EXPRESSION:** Expression of gender, whether through hair styles, makeup, or personal fashion, changes over the course of a person's lifetime.
- **TRANSGENDER/TRANS:** An adjective describing a person whose gender identity differs from the sex they were assigned at birth. A trans woman is a woman whose sex was assigned male when she was born. A trans man is a man whose sex was assigned female when he was born. Some transgender people are not male or female, and may use terms like nonbinary to describe their gender.
- **NONBINARY:** A term used to refer to people whose gender identity is not exclusively male or female, including those who identify with a different gender, a combination of genders, or no gender. Nonbinary may be considered a subset of transgender or a distinct identity. Other similar or more specific terms may include genderqueer, gender fluid, agender, or Two-Spirit (for Native American students).
- **CISGENDER:** An adjective describing a person whose gender identity corresponds with the gender society typically associates with the sex they were assigned at birth. The majority of people are cisgender, while a minority are transgender. For example, a cisgender woman was assigned female at birth and identifies as female her gender as a woman.
- **INTERSEX:** refers to people who have any range of bodily characteristics that may not fit the typical expectations of "male" or "female" development. Some intersex traits are identified at birth, while others may not be discovered until puberty or later in life. *There are over 30 specific intersex variations and each intersex person is different. Experts estimate that as many as 1.7% of people are born intersex*



# HOW TO SUPPORT TRANSGENDER STUDENTS



<https://youtu.be/kq19QdOfH1Y?t=1>



# GENDER BINARISM

- **Gender binarism, is the system of oppression that perpetuates the cultural belief that gender is a binary, or that there are, or should be, only two genders — man and woman — and that the aspects of one's gender are inherently linked to the sex in which they were assigned at birth.**
- **Woman-----Man**
- **Feminine-----Masculine**
- **Female-----Masculine**



# THE GENDER BINARY





# THE GENDER BINARY cont.



# THE GENDER BINARY cont.

## PRONOUNS are IMPORTANT!

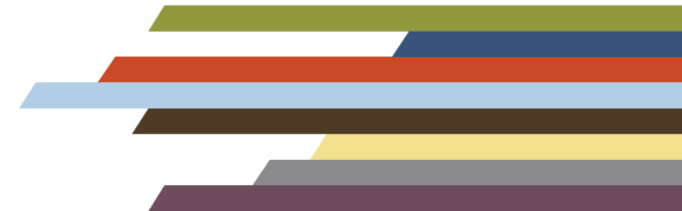
The pronoun or set of pronouns that a person would like others to call them by, when their proper name is not being used.

Some examples include [“she/her/hers”](#) or [“he/him/his”](#) or gender-neutral pronouns, such as [“ze/hir/hirs,”](#) or [“they/them/theirs”](#).

Some people use no pronouns at all.



# **GLSEN Research on School Experiences Among LGBTQ Youth**





# National School Climate Survey

## GLSEN Research Summary

### 1999 National School Climate Survey

GLSEN conducted a national survey of youth affiliated with GLSEN chapters and other groups and organizations for LGBT youth. The survey was distributed to the staff and members of the youth-related organizations who in turn distributed it to their constituents. In this survey, youth were asked about their school climate, overall school level, frequency of homophobic remarks heard, experience with verbal, physical, and sexual harassment and experience with physical violence related to their sexual orientation or gender identity. A total of 48,000 students, gay, bisexual or transgender youth from 32 states completed the survey fully. The youth ranged in age from 12 to 29 (the average age was 17 years old), and were predominantly white (61.2%) and male (54.5%).

#### Homophobic Remarks in School

Over 90% (91.4%) of LGBT youth reported that they sometimes or frequently hear homophobic remarks in their school (verbal such as "faggot," "dyke," or "queer").

Although almost all of the youth reported hearing these remarks from other students (98.4%), some one-third of the youth reported hearing homophobic remarks from faculty in school (34.6%).

#### Harassment

The majority of youth reported experiencing some form of harassment or violence (69%). Most reported verbal harassment (81.7%), nearly half (46.7%) reported sexual harassment during, suggestive comments made, being touched (inappropriately), etc.) and over one-quarter (27.3%) reported experience of physical harassment (being shoved, pushed, etc.).

Of those students who reported verbal harassment, almost half said that they experienced it daily (45.7%), or often.

#### Queer Content in School

Most of the youth did not feel safe in their school because they are gay, lesbian, bisexual or transgender (53.3%).

Over a third of the youth did not feel comfortable speaking to school staff about LGBT issues (38.2%), and 16%.

For more information on the 1999 National School Climate Survey, please contact:  
Diane D. Bell, PhD  
Phone: 202-223-4100  
Email: ddbell@glsen.org

A PUBLICATION FROM THE RESEARCH PROJECTS OF THE GAY, LESBIAN, AND STRAIGHT EDUCATION NETWORK

## The 2001 National School Climate Survey

The School Climate Experiences of our Nation's Lesbian, Gay, Bisexual and Transgender Youth

## The 2003 National School Climate Survey

The School-Related Experiences of Our Nation's Lesbian, Gay, Bisexual and Transgender Youth



A Report from the Gay, Lesbian and Straight Education Network  
www.glsen.org

## The 2005 National School Climate Survey

The Experiences of Lesbian, Gay, Bisexual and Transgender Youth in Our Nation's Schools



A Report from the Gay, Lesbian and Straight Education Network  
www.glsen.org

## The 2007 National School Climate Survey

The Experiences of Lesbian, Gay, Bisexual and Transgender Youth in Our Nation's Schools



A Report from the Gay, Lesbian and Straight Education Network  
www.glsen.org

## The 2009 National School Climate Survey

The Experiences of Lesbian, Gay, Bisexual and Transgender Youth in Our Nation's Schools



A Report from the Gay, Lesbian and Straight Education Network  
www.glsen.org

## The 2011 National School Climate Survey

The Experiences of Lesbian, Gay, Bisexual and Transgender Youth in Our Nation's Schools



A Report from the Gay, Lesbian & Straight Education Network  
www.glsen.org

## The 2013 National School Climate Survey

The Experiences of Lesbian, Gay, Bisexual and Transgender Youth in Our Nation's Schools



A Report from the Gay, Lesbian & Straight Education Network  
www.glsen.org

## The 2015 National School Climate Survey

The Experiences of Lesbian, Gay, Bisexual, Transgender, and Queer Youth in Our Nation's Schools



A Report from GLSEN  
www.glsen.org

## The 2017 National School Climate Survey

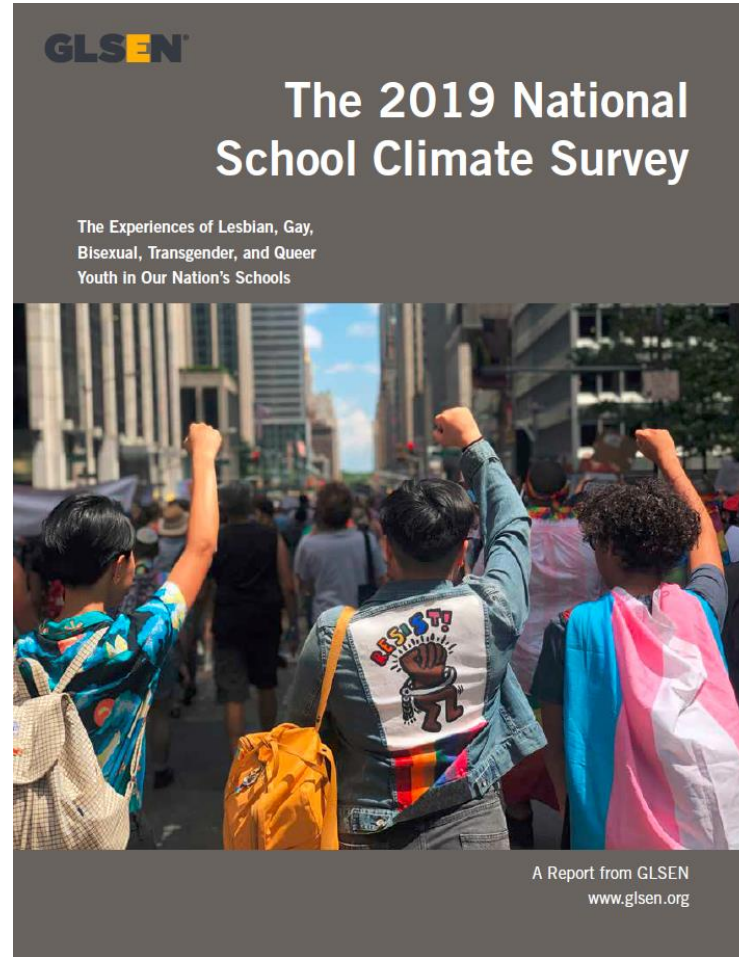
The Experiences of Lesbian, Gay, Bisexual, Transgender, and Queer Youth in Our Nation's Schools



A Report from GLSEN  
www.glsen.org



# 2019 National School Climate Survey





# Methods

- **Online survey**
- **Outreach to constituents and national, regional, and local organizations & groups**
- **Social media outreach**
- **Targeted advertising on Instagram, Facebook, Snapchat**



# Sample Characteristics

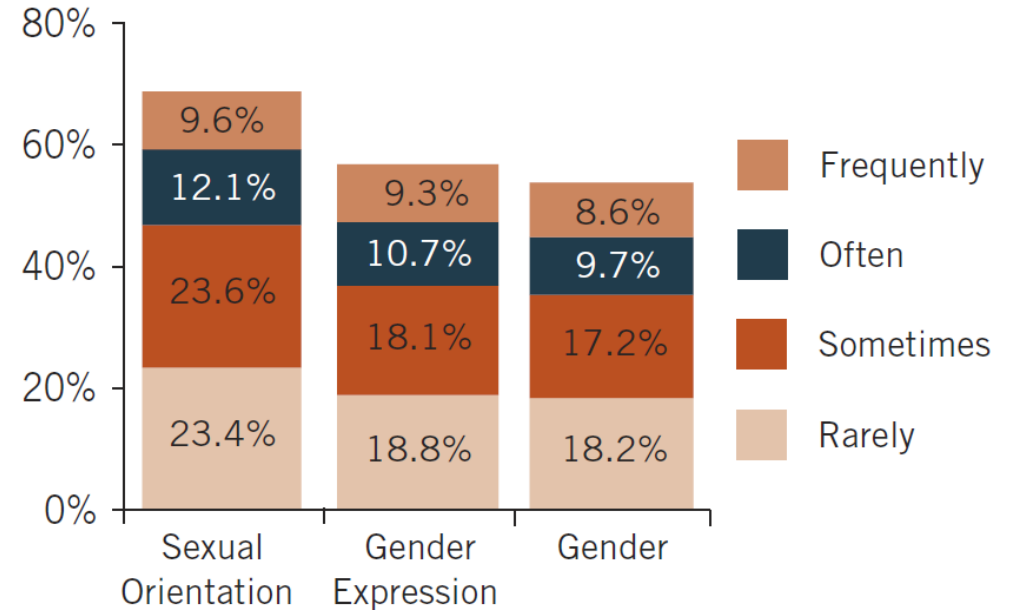
- **16,713 LGBTQ student responses**
- **From all 50 states, D.C., and U.S. territories**
- **69.2% White, 30.8% students of color**
- **51.4% cisgender, 28.2% transgender, 15.1% nonbinary**
- **Average age: 15.5 years**



# Experiences of Harassment and Assault

- **Over 4 in 5 LGBTQ students (86.3%) experienced identity-based harassment & assault**
- **Sexual orientation & gender expression were the most commonly targeted characteristics**

Figure 1.15 Frequency of Verbal Harassment Based on Sexual Orientation, Gender, and Gender Expression Experienced by LGBTQ Students in the Past School Year



# Experiences of Harassment and Assault

## Based on sexual orientation:

- More than two-thirds were verbally harassed (68.7%)
- A quarter were physically harassed (25.7%)
- More than 1 in 10 were physically assaulted (11.0%)



# Experiences of Harassment and Assault

**Based on gender expression:**

- Over half were verbally harassed (56.9%)
- More than 1 in 5 were physically harassed (21.8%)
- About 1 in 10 were physically assaulted (9.5%)



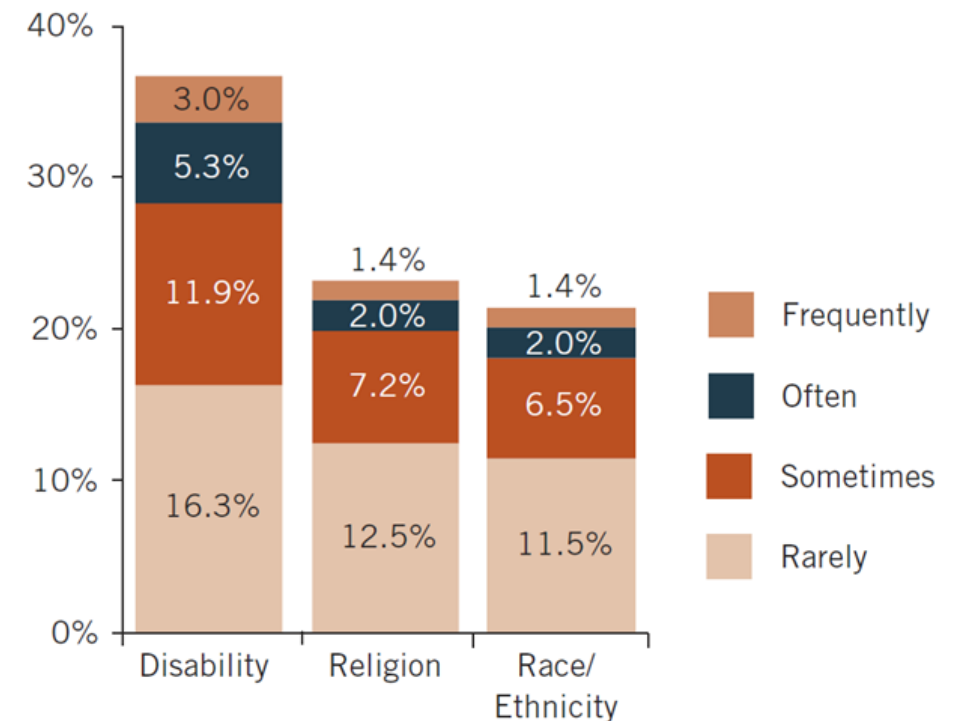


# Harassment and Assault

LGBTQ students were also bullied and harassed based on other personal characteristics, including:

- Disability
- Religion
- Race/Ethnicity

Figure 1.18 Frequency of Other Identity-Based Harassment and Assault Experienced by LGBTQ Students in the Past School Year

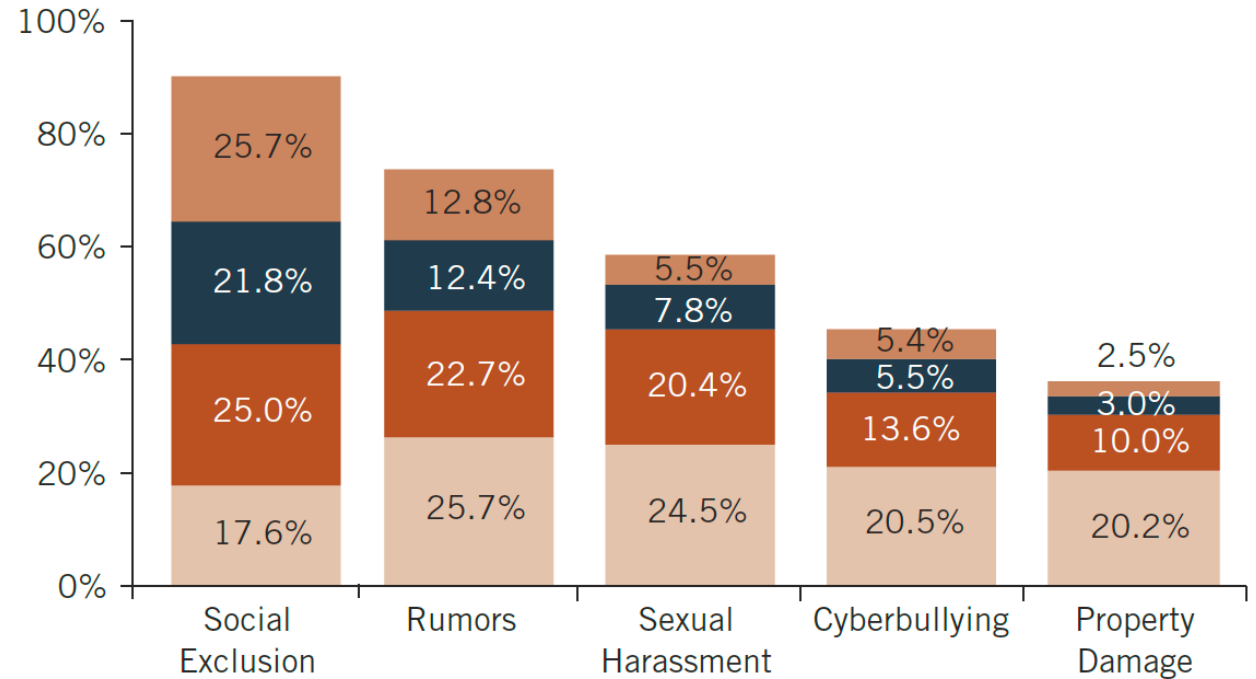


# Harassment and Assault

LGBTQ students also experienced other types of harassment, including:

- Social Exclusion
- Rumors
- Sexual Harassment
- Cyberbullying
- Property Damage

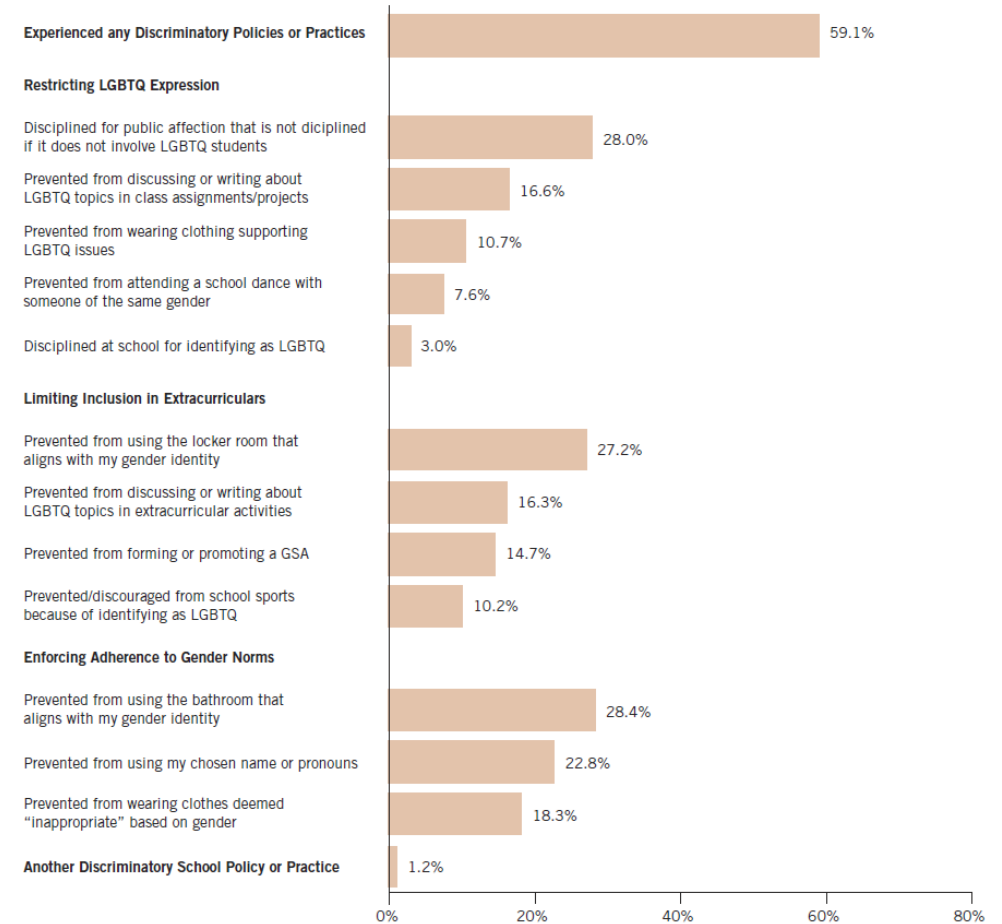
Figure 1.19 Frequency of Other Types of Harassment Experienced by LGBTQ Students in the Past Year



# Discriminatory Policies/Practices

- We asked students about whether they experienced any of several discriminatory school policies or practices related to their LGBTQ identity.
- The majority of LGBTQ students (59.1%) reported experiencing anti-LGBTQ discriminatory policies or practices at school.

Figure 1.23 Percentage of LGBTQ Students who Have Experienced Discriminatory Policies and Practices at School



# Discriminatory Policies/Practices

## Restricting LGBTQ Expression:

- Disciplined for public affection not similarly disciplined among non-LGBTQ students: 28.0%
- Prevented from discussing/writing about LGBTQ topics in assignments: 16.6%
- Prevented from wearing clothing or items supporting LGBTQ issues: 10.7%
- Prevented from attending a school dance with someone of the same gender: 7.6%
- Disciplined at school for identifying as LGBTQ: 3.0%



# Discriminatory Policies/Practices

## Limiting Inclusion in Extracurricular Activities:

- Prevented from using locker room aligned with gender identity: 27.2%
- Prevented/discouraged from school sports because of identifying as LGBTQ: 10.2%
- Prevented from including LGBTQ topics in extracurricular activities (e.g., school yearbook): 16.3%
- Prevented from forming/promoting a GSA: 14.7%



# Discriminatory Policies/Practices

## Enforcing Adherence to Gender Norms:

- Prevented from using bathroom aligned with gender identity: 28.4%
- Prevented from using my chosen name or pronouns: 22.8%
- Prevented from wearing clothes deemed “inappropriate” based on gender: 18.3%

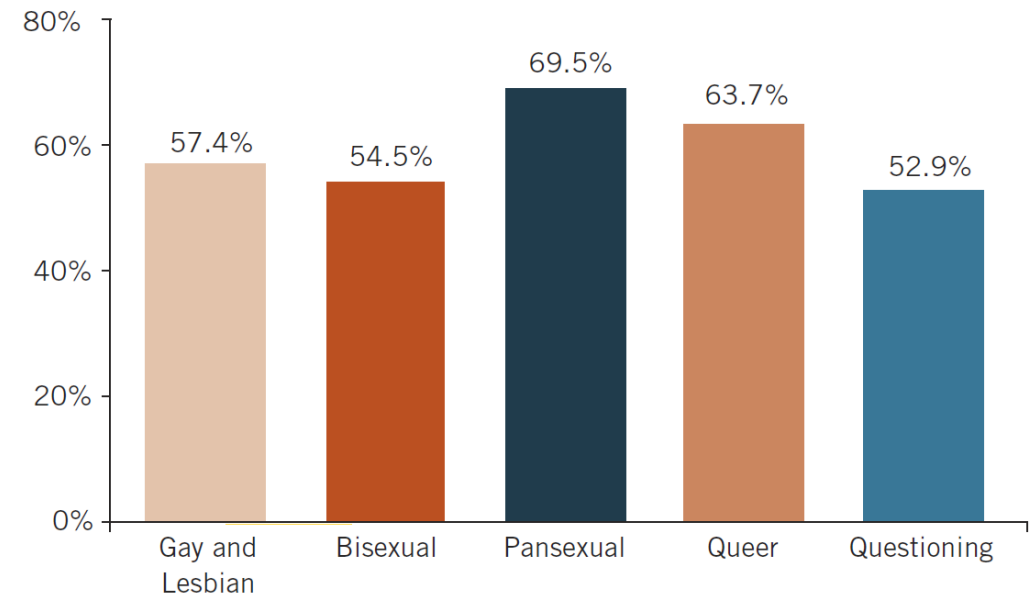


# School Climate by Personal Demographics

## Differences by Sexual Orientation:

- **Pansexual** students reported most hostile school experiences, overall

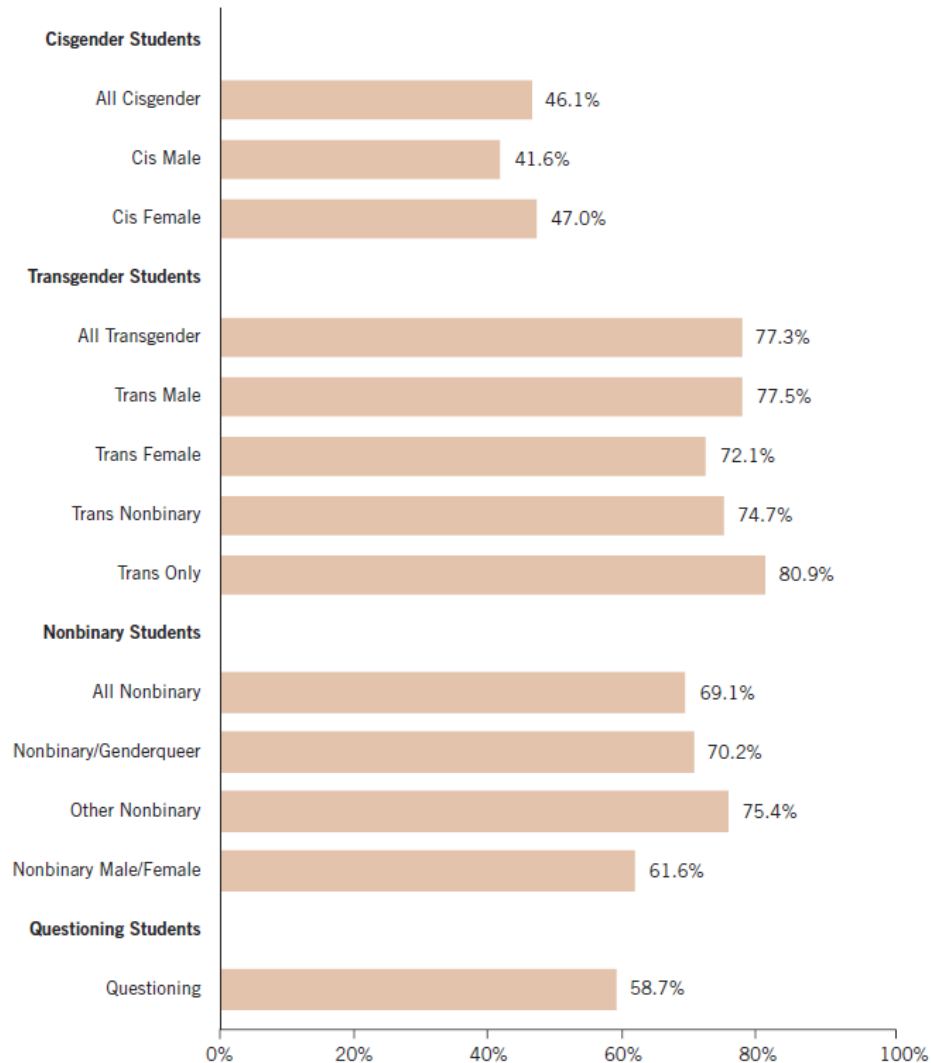
**Figure 3.3 Experiences of Discrimination by Sexual Orientation**  
(Percentage of LGBTQ Students Who Experienced Anti-LGBTQ Discriminatory Policies and Practices)





# School Climate by Personal Demographics

Figure 3.10 Percentage of LGBTQ Students Who Experienced Anti-LGBTQ Discrimination at School by Gender Identity

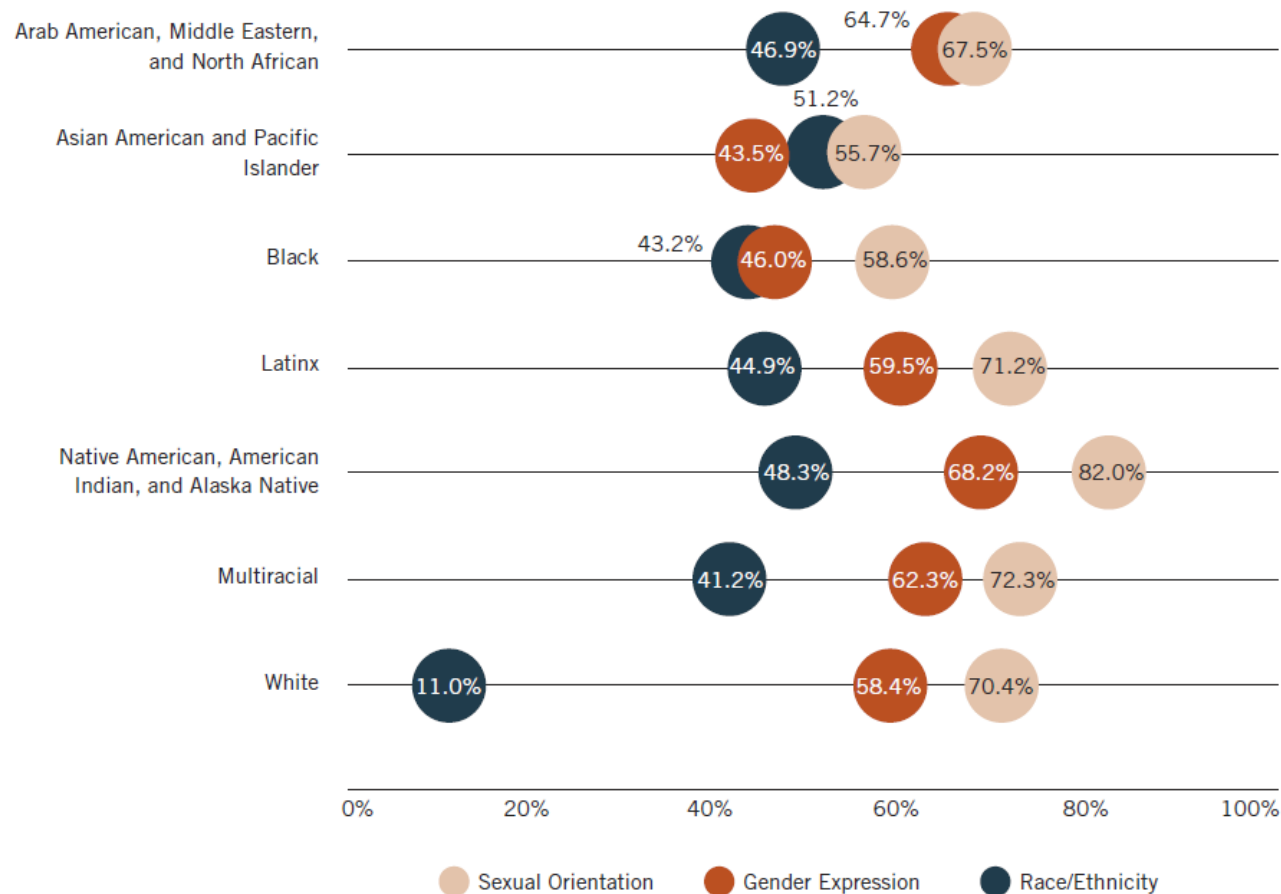


## Differences by Gender Identity:

- **Transgender & nonbinary** students reported more hostile school experiences than cisgender students
- **Transgender** students reported more hostile school experiences than nonbinary students

# School Climate by Personal Demographics

Figure 3.13 Experiences of In-School Victimization Based on Personal Characteristics by Race/Ethnicity  
(Percentage of LGBTQ Students Who Experienced any Bullying, Harassment, or Assault Based on . . .)

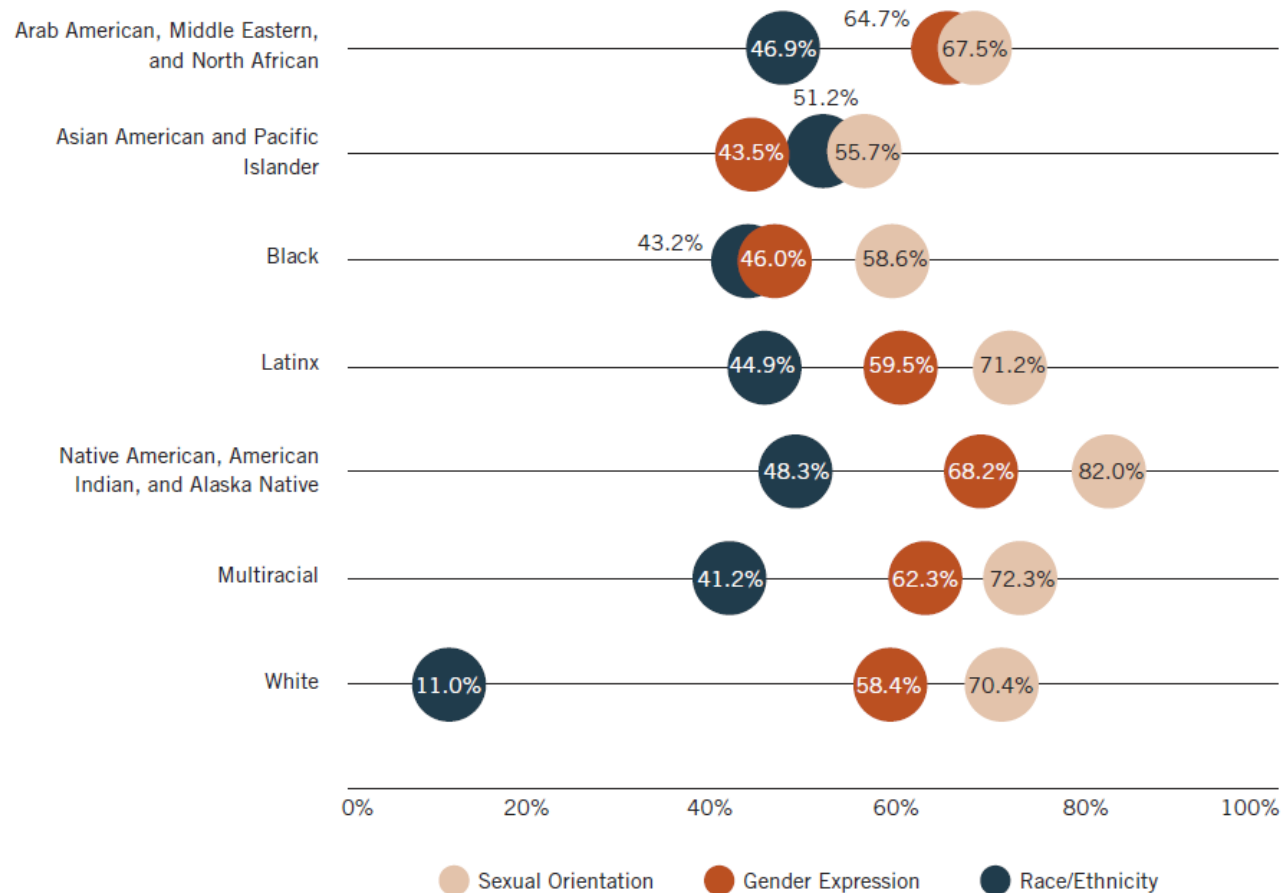


## Differences by Race/Ethnicity:

- Many LGBTQ students of color experienced **both** anti-LGBTQ and racist victimization at school
- **Native & Indigenous** LGBTQ students reported more anti-LGBTQ victimization and discrimination than others

# School Climate by Personal Demographics

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# School Climate by School Characteristics

## Differences by School Level and Locale:

- LGBTQ students in **middle schools** reported more hostile experiences & less access to resources than those in high schools
- LGBTQ students in **rural schools** reported more hostile experiences & less access to resources than those in urban & suburban schools



# School Climate by School Characteristics

## Differences by Region:

- LGBTQ students in the **South** reported most hostile experiences, followed by those in the **Midwest**
- Those in the **South** least likely to have access to resources



# School Climate by School Characteristics

## **Private Non-Religious Schools**

- Least hostile school climates
- Greatest access to most resources

## **Religious Schools**

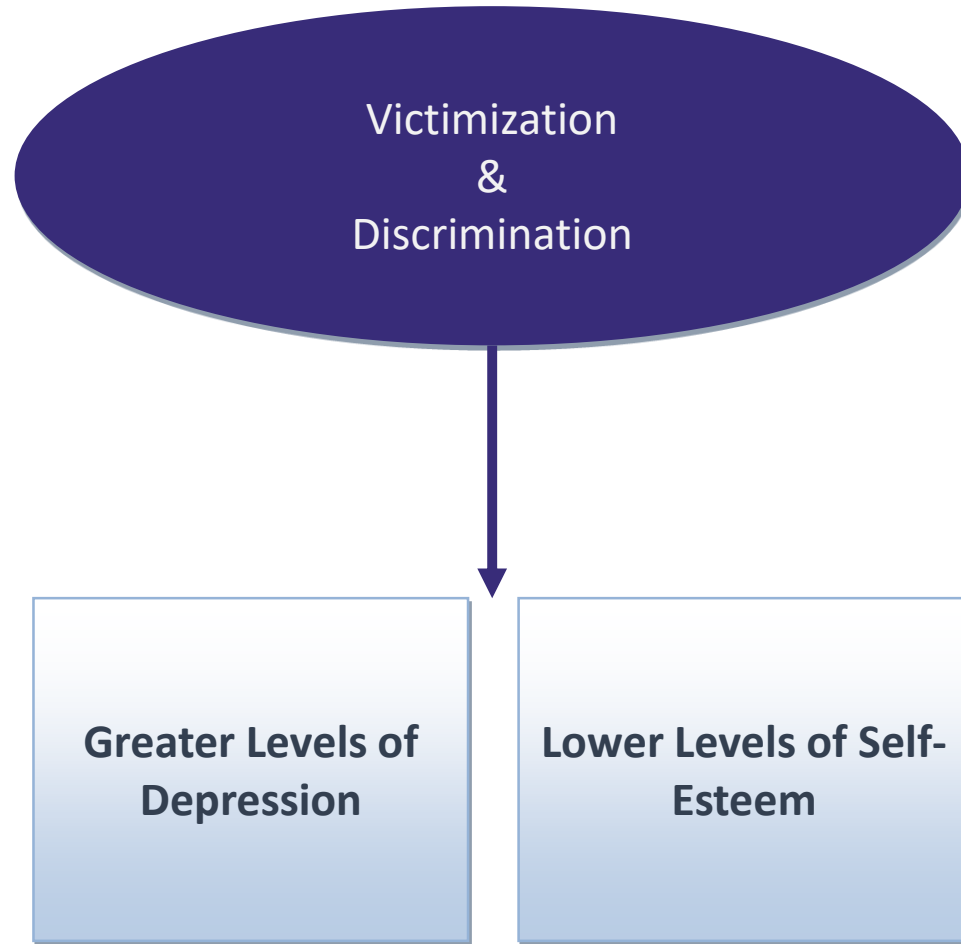
- Greatest levels of discrimination
- Lowest access to resources

## **Public Schools**

- Most likely to have GSAs, compared to private (religious & non-religious)
- Hostile school experiences similar between charter & regular public schools
- Charter schools more likely to have inclusive curricular resources, trans/nb policies, supportive admin.
- Regular public schools more likely to have inclusive library resources



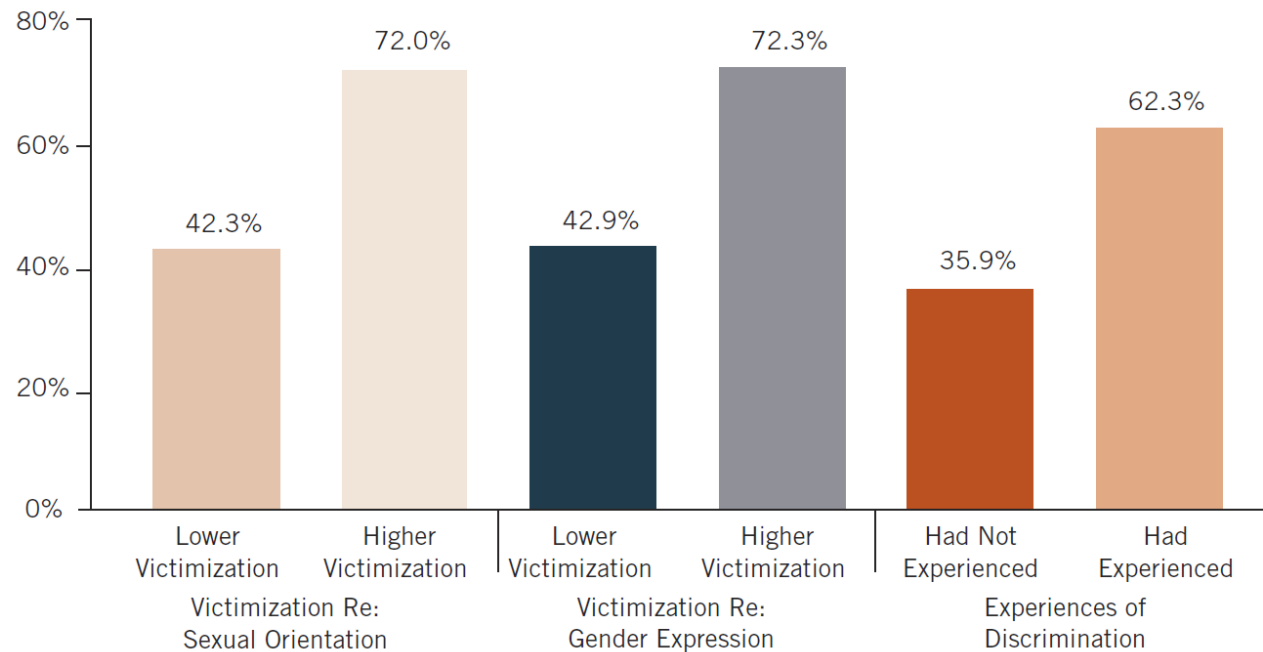
# Mental Health Effects of a Hostile School Climate





# Mental Health Effects of a Hostile School Climate

**Figure 1.32 Depression by Experiences of Victimization and Discrimination**  
(Percentage of LGBTQ Students Demonstrating Higher Levels of Depression)

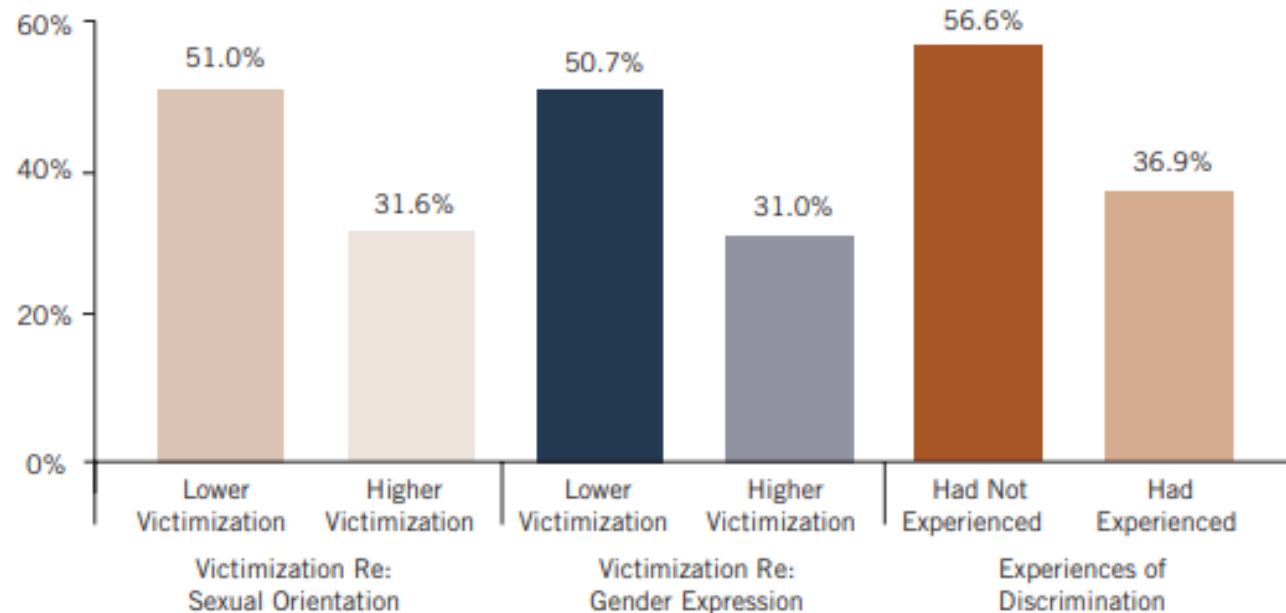


- For example, greater levels of victimization were associated with greater levels of depression.



# Mental Health Effects of a Hostile School Climate

Figure 1.31 Self-Esteem by Experiences of Victimization and Discrimination  
(Percentage of LGBTQ Students Demonstrating Higher Levels of Self-Esteem)



- For example, greater levels of victimization were associated with lower levels of self-esteem.



# School Resources and Supports

**Supportive Educators**

**Student Clubs  
(GSAs)**

**Inclusive Curricular  
Resources**

**Inclusive Policies**

- Decreased negative school experiences (homophobic remarks, feeling unsafe, victimization)
- Improved mental health (self-esteem, depression)



# School Resources and Supports

Supportive Educators

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(GSAs)

Inclusive Curricular  
Resources

Inclusive Policies

Most LGBTQ students do not have access to the resources and supports that create safer, more LGBTQ-affirming school environments.



# School Resources and Supports

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**Inclusive Curricular  
Resources**

**Inclusive Policies**

- 97.7% had at least 1 supportive school staff member
- 66.3% had 6+ supportive staff
- 61.6% had a GSA
- 19.4% were taught positive representations
- 13.5% had an anti-bullying policy including sexual orientation & gender identity/expression
- 10.9% had official policies or guidelines supporting transgender & nonbinary students



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# Conclusions

- School remains a hostile place for many LGBTQ students and more work must be done to ensure safe & affirming schools for all.
- LGBTQ youth are a diverse population. Transgender & nonbinary students, LGBTQ students of color, and others with multiple marginalized identities face most hostile school climates.
- LGBTQ-affirming school supports & resources can make an impact.

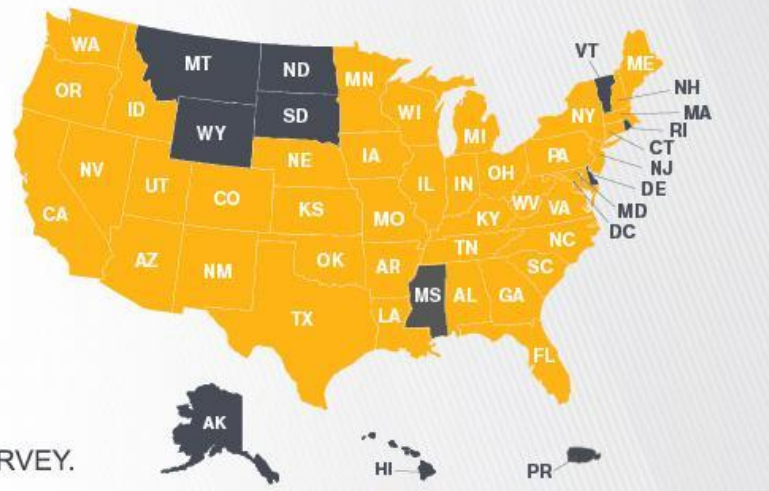


# State Snapshots

**GLSEN**  
glsen.org/statesnapshots

## WHAT'S THE SCHOOL CLIMATE FOR LGBTQ STUDENTS IN YOUR STATE?

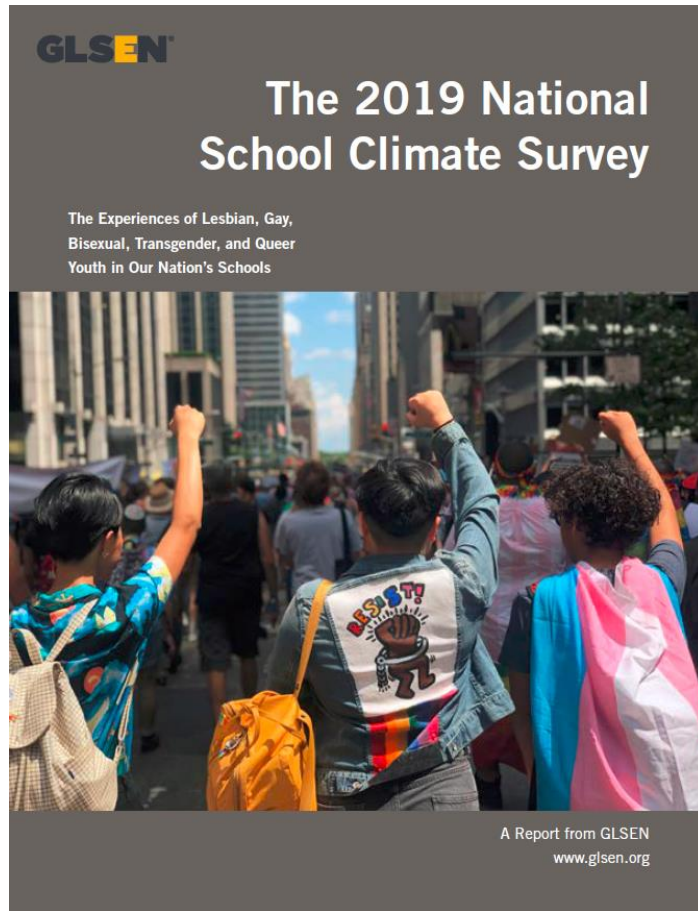
**SNAPSHOTS FROM 40 STATES**  
RELEASED FROM GLSEN'S 2019 NATIONAL SCHOOL CLIMATE SURVEY.



[glsen.org/statesnapshots](https://glsen.org/statesnapshots)



# State Snapshots



## Data Source:

- Outreach to constituents and national, regional, and local organizations and groups
- Social media outreach and targeted advertising on Facebook, Instagram, Snapchat
- Sample
  - Full LGBTQ student sample: N=16,713
  - From all 50 states, DC, & US territories
- 40 states with enough survey responses for a State Snapshot



# State Snapshots

2019 STATE SNAPSHOT
GLSEN®

## SCHOOL CLIMATE FOR LGBTQ STUDENTS IN NEVADA

Findings from the GLSEN 2019 National School Climate Survey demonstrate that Nevada schools were not safe for most lesbian, gay, bisexual, transgender, and queer (LGBTQ) secondary school students. In addition, many LGBTQ students in Nevada did not have access to important school resources, such as an LGBTQ-inclusive curriculum, and were not protected by supportive and inclusive school policies.

**FACT: The vast majority of LGBTQ students in Nevada regularly (sometimes, often, or frequently) heard anti-LGBTQ remarks (Fig. 1).** Many also regularly heard school staff make homophobic remarks (15%) and negative remarks about someone's gender expression (39%).

**FACT: Most LGBTQ students in Nevada experienced anti-LGBTQ victimization at school (Fig. 2).** They also experienced victimization at school based on disability (35%), race/ethnicity (33%), and religion (21%). Most never reported the incident to school staff (61%). Only 31% of LGBTQ students who reported incidents said it resulted in effective staff intervention.

**Figure 1. Hearing Anti-LGBTQ Remarks from Students in Nevada Schools**  
(percentage of LGBTQ students hearing remarks regularly)

Remark Type	Percentage
"Gay" Used in a Negative Way (e.g., "that's so gay")	90%
Other Homophobic Remarks (e.g., "fag," "dyke")	76%
Negative Remarks about Gender Expression	78%
Negative Remarks about Transgender People	73%

**Figure 2. Anti-LGBTQ Harassment & Assault in Nevada Schools**  
(percentage of LGBTQ students harassed or assaulted in the past year based on...)

Category	Verbal Harassment	Physical Harassment	Physical Assault
Sexual Orientation	63%	31%	11%
Gender Expression	55%	25%	11%
Gender	57%	25%	11%

**FACT: Many LGBTQ students in Nevada reported discriminatory policies or practices at their school (Fig. 3).** Most (65%) experienced at least one form of anti-LGBTQ discrimination at school during the past year.

- In Nevada, nearly a third of LGBTQ students (32%), and over half of transgender students (55%), were unable to use the school bathroom aligned with their gender. Additionally, nearly a third of LGBTQ students (32%), and over half of transgender students (57%), were prevented from using their chosen name or pronouns in school.
- Nearly a third of LGBTQ students in Nevada (30%) were disciplined for public displays of affection (PDA) that did not result in similar action for non-LGBTQ students.
- LGBTQ students in Nevada experienced other forms of school discrimination, not shown in Fig. 3: being prevented or discouraged from including LGBTQ themes in extracurricular activities (19%), being unable to wear LGBTQ-supportive apparel (19%), being prevented or discouraged from discussing LGBTQ issues in assignments (19%), being prevented or discouraged from playing school sports due to an LGBTQ identity (10%), being unable to bring a same-gender date to a school dance (7%), and being disciplined at school for identifying as LGBTQ (3%).

**Figure 3. Anti-LGBTQ Discrimination Most Commonly Reported in Nevada Schools**  
(percentage of LGBTQ students that were prevented from...)

Discrimination Type	Percentage
Using Their Chosen Name or Gender Pronouns	32%
Using the Bathroom that Aligns with Gender	32%
Expressing PDA in School	30%
Using the Locker Room that Aligns with Gender	29%
Forming or Promoting a GSA	22%
Wearing Clothes Deemed "Inappropriate" Based on Gender	20%

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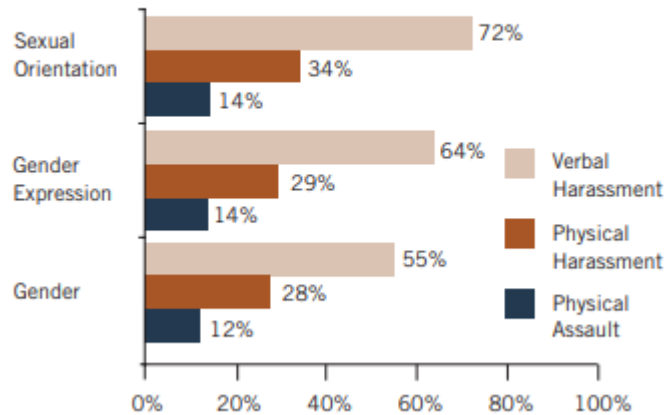
## What are State Snapshots?

- Two-page fact sheets
- State-specific data regarding school experiences of LGBTQ middle and high school students, including:
  - hostile school climate
  - LGBTQ-related school resources and supports

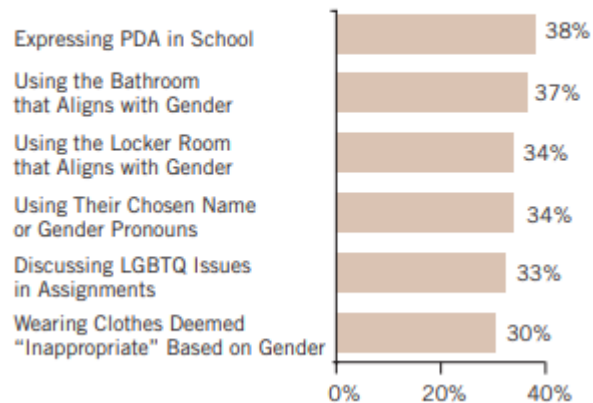


# Alabama State Snapshot

**Figure 2. Anti-LGBTQ Harassment & Assault in Alabama Schools**  
(percentage of LGBTQ students harassed or assaulted in the past year based on...)



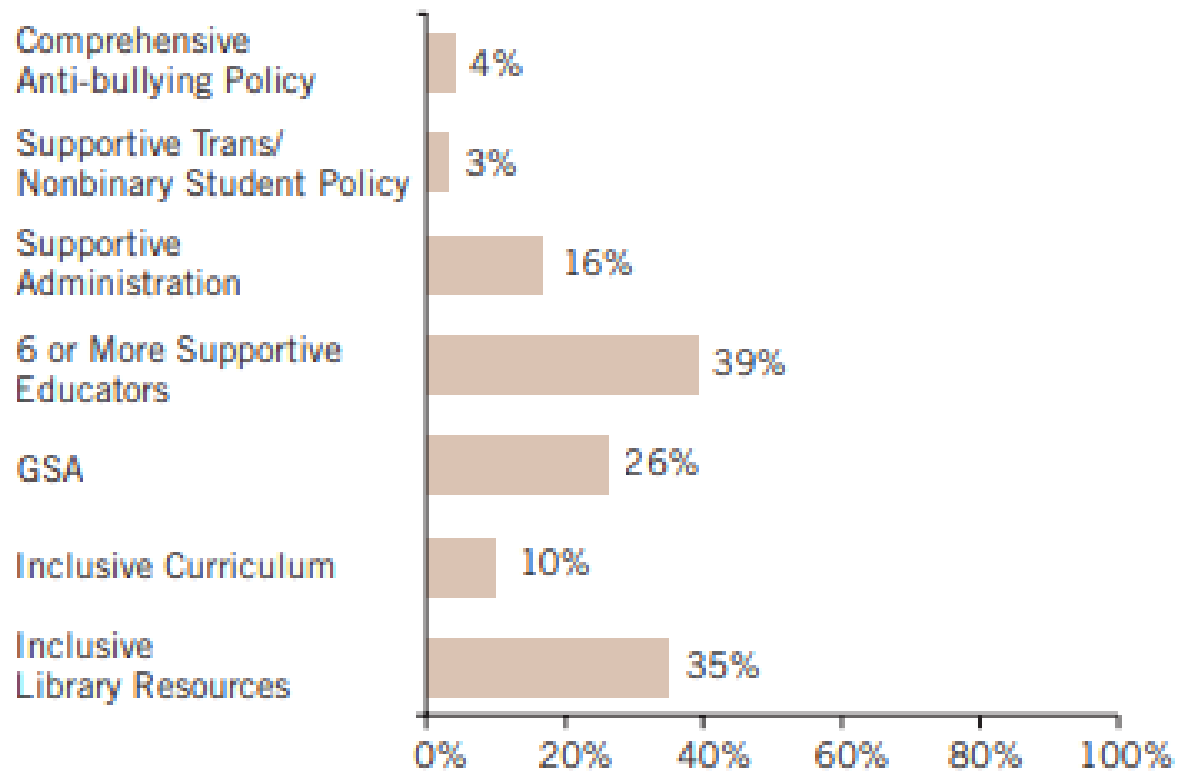
**Figure 3. Anti-LGBTQ Discrimination Most Commonly Reported in Alabama Schools**  
(percentage of LGBTQ students that were prevented from...)



- Most LGBTQ students in Alabama experienced anti-LGBTQ victimization at school
- Many LGBTQ students in Alabama reported discriminatory policies or practices at their school:
  - More than 3 in 4 (78%) experienced at least one form of anti-LGBTQ discrimination at school during the past year.

# Alabama State Snapshot

Figure 4. Availability of LGBTQ-Related Resources & Supports in Alabama Schools

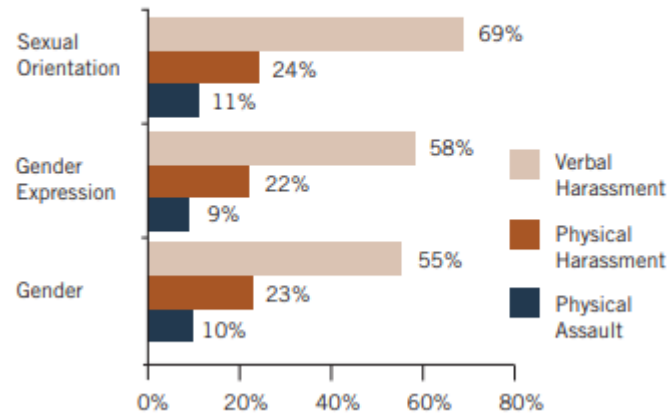


Many LGBTQ students in Alabama did not have access to in-school resources and supports

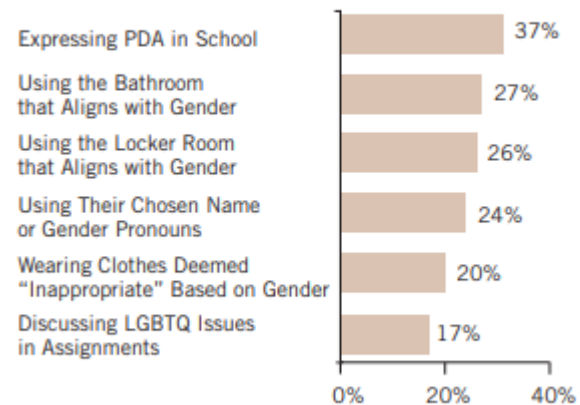


# Florida State Snapshot

**Figure 2. Anti-LGBTQ Harassment & Assault in Florida Schools**  
(percentage of LGBTQ students harassed or assaulted in the past year based on...)



**Figure 3. Anti-LGBTQ Discrimination Most Commonly Reported in Florida Schools**  
(percentage of LGBTQ students that were prevented from...)

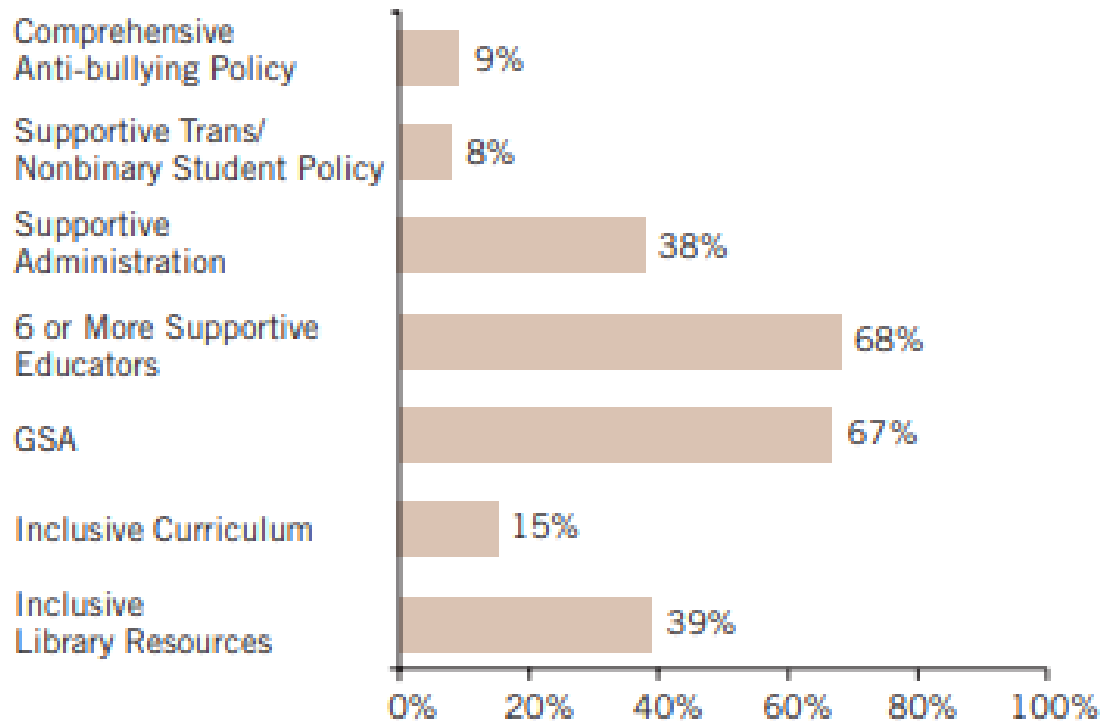


- Most LGBTQ students in Florida experienced anti-LGBTQ victimization at school
- Many LGBTQ students in Florida reported discriminatory policies or practices at their school:
  - Most (61%) experienced at least one form of anti-LGBTQ discrimination at school during the past year.



# Florida State Snapshot

Figure 4. Availability of LGBTQ-Related Resources & Supports in Florida Schools

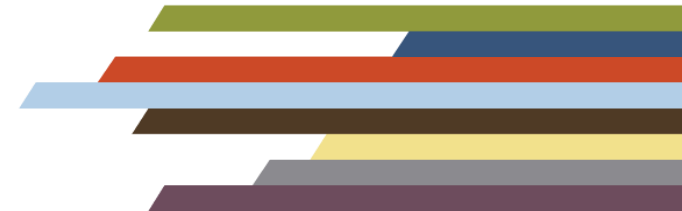


- Many LGBTQ students in Florida did not have access to in-school resources and supports

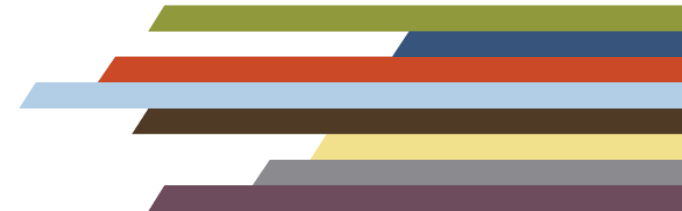




# **Voices From LGBTQ+ Youth**



# Q & A





# Upcoming Webinar

## **Promoting Positive School Transformation**

March 18, 2021 | 12-1:30PM ET

Register at

<https://mhttcnetwork.org/centers/southeast-mhttc/event/supporting-lgbtq-youth-schools-improving-school-experiences-lgbtq>



# Contact Us

## Research

- @GLSENResearch on Twitter
- Email [glsenresearch@glsen.org](mailto:glsenresearch@glsen.org)

## Education and Youth Programs

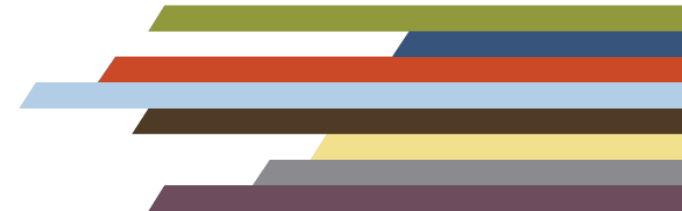
- @GLSEN\_Education on Twitter
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