



# School-Related Experiences of LGBT Youth of Color

Findings from the  
2003 National School Climate Survey



A Report from the Gay, Lesbian and Straight Education Network  
[www.glsen.org](http://www.glsen.org)

## **Key Findings and Recommendations**

### **Key Findings**

#### **LGBT youth of color are not safe in their schools:**

- An overwhelming majority of LGBT youth of color reported hearing homophobic remarks frequently in their schools and about a third reported hearing racist remarks frequently or often in their schools.
- Over half of the LGBT youth of color reported feeling unsafe in school because of their sexual orientation and almost a third reported feeling unsafe because of their gender expression. Over 10% felt unsafe because of their race or ethnicity.
- The majority of LGBT youth of color reported being harassed or assaulted because of their sexual orientation or because of their race/ethnicity in the past school year. Almost half reported being victimized in school because of both their sexual orientation and their race/ethnicity.
- Harassment or assault because of one's race/ethnicity was more common in schools where the students were a racial minority. However, harassment or assault because of one's sexual orientation was more common in schools where the student population was the same race/ethnicity as the student.

#### **Institutional supports for LGBT youth of color schools are inadequate, particularly in schools where the students are a racial minority:**

- African American and Asian/Pacific Islander youth were more likely to report having supportive faculty or staff in schools where they were a racial minority.
- In contrast, African Americans were less likely to report having a GSA in their schools, particularly in schools where the student population was predominantly African American.
- Youth of color were more likely to feel comfortable talking with school personnel in schools where they were the racial/ethnic majority.
- Consistent with our national findings, there was an increase in the number of LGBT youth reporting a GSA in their schools but a decrease in the number reporting LGBT resources in the library and Internet access to LGBT community sites at school.

### **Recommendations**

- State legislation and local district policies for protecting students in schools must explicitly mention the protection of LGBT youth and youth of color. Local districts must also adopt and enforce plans for implementation of safe schools programs and policies.
- Greater advocacy and supports for LGBT youth are needed, particularly in schools where the student population is predominantly African American.
- Our results indicate the need for widespread training of school personnel about LGBT issues and the need for such trainings to be inclusive of the issues faced by students of color.
- More research is needed on LGBT youth that is both cognizant of the intersections of race/ ethnicity, gender and sexual orientation and that explores how LGBT youth understand and experience these intersections of identity.



## **Introduction**

Given the limited attention paid by federal, state and local policy makers to LGBT youth and because GLSEN's work to make all schools safe for LGBT students is an on-going one, it is important for us to keep informed about the experiences of LGBT students in their schools. For this reason, we conducted our third national survey – the 2003 National School Climate Survey. As with the 2001 survey, we asked LGBT youth about biased language in their schools, feelings of comfort and safety in school, experiences of verbal, physical and sexual harassment based on sexual orientation, gender, gender expression, race/ethnicity, disability and religion. We also asked those youth who reported incidents of harassment or assault whether they reported these events to school personnel or to family members and whether family members ever intervened with the school. As with the 2001 survey, we thought it was important to understand how school-based resources and supports can improve the quality of school life for LGBT students and asked youth about such resources and supports in their schools, such as having a gay-straight alliance, curricula that are inclusive of the lives of LGBT persons or a supportive teacher or counselor. In the 2003 survey, we also asked youth about their academic achievement and educational goals so to examine how school climate and resources may affect them.

In the full report of the 2003 National School Climate Survey, we began to examine the intersections among race/ethnicity, sexual orientation and gender expression. Although the experiences of white LGBT youth and LGBT youth of color were similar with regard to homophobic remarks and harassment and assault related to sexual orientation and gender expression, there were differences with regard to feeling safe in school and harassment and assault because of race/ethnicity. Youth of color were likelier than white youth to report feeling unsafe in their schools because of their race or ethnicity and were more likely to report missing school in the past month because they felt unsafe. Youth of color also reported higher incidence of verbal harassment, physical harassment and physical assault because of their race or ethnicity than white youth. Although it is important to know how LGBT youth of color differ in their school-related experiences from LGBT white youth, it is important to examine the experiences of LGBT youth of color in greater detail.

## **Methodology**

Youth were obtained through community-based groups or service organizations serving LGBT youth. Fifty of such groups or organizations were randomly chosen from a master list of over 200. Each group was then invited to participate in the survey and surveys were then sent for the youth to complete. Of the original 50 groups, 38 were able to have youth complete the survey. A total of 308 surveys of LGBT youth in middle school or high school were completed through these community-based groups. We also made the National School Climate Survey available on the Internet via GLSEN's website. Notices about our on-line survey were posted on LGBT youth-oriented listserves and electronic bulletin boards and emailed to GLSEN chapters and to youth advocacy organizations. Data collection occurred from the end of May to the end of August 2003.

A total of 887 lesbian, gay, bisexual or transgender youth from 48 states and the District of Columbia completed the survey. (Youth who were not in a K-12 school during the 2002-2003 school year and heterosexual youth, except those identifying as transgender, were not included in the final total.) A total of 236 youth of color participated in 2003, from 35 states and the District of Columbia.

The demographics of the youth of color sample are shown in Table 1 and the reported characteristics of the schools they attended are shown in Table 2. The largest number of youth was Latino/a; about half identified as female and the majority identified as gay or lesbian. Over half of the sample reported being in 11<sup>th</sup> or 12<sup>th</sup> grade during the 2002-2003 school year. The majority of youth also reported that they attended schools where they were a racial or ethnic minority. Across racial/ethnic groups, the largest percentages of youth were from suburban school districts, and this percentage was even higher for Asian/Pacific Islander youth. In addition to those youth from suburban districts, African American and Latino/a youth were often from large urban school districts and Native American youth were often from rural school districts (see Figure 1). African American and Latino/a youth were more likely to be from the Northeast and the South; Asian/Pacific Islander youth were more likely to be from the Midwest and the West; Native American youth were more likely to be from the Northeast and the Midwest, and multiracial youth were more likely to be from the Midwest (see Figure 2).

**Table 1: Demographics of Youth of Color Participants**

<u>Race/Ethnicity</u>		
African-American/Black	21.1%	(N=49)
Latino/a	45.0%	(N=104)
Asian/Pacific Islander	10.4%	(N=24)
Native American	11.3%	(N=26)
Multiracial	12.1%	(N=28)

<u>Gender</u>		
Male	43.6%	(N=109)
Female	46.2%	(N=103)
Transgender	6.8%	(N=16)
Other gender identities	3.4%	(N=8)

<u>Sexual Orientation</u>		
Gay or Lesbian	62.3%	(N=147)
Bisexual	29.2%	(N=69)
Other sexual orientations	8.5%	(N=20)

<u>Grade</u>		
6 <sup>th</sup> Grade	0.4%	(N=1)
7 <sup>th</sup> Grade	1.3%	(N=3)
8 <sup>th</sup> Grade	5.2%	(N=12)
9 <sup>th</sup> Grade	15.2%	(N=35)
10 <sup>th</sup> Grade	22.9%	(N=53)
11 <sup>th</sup> Grade	29.0%	(N=67)
12 <sup>th</sup> Grade	26.0%	(N=60)

**Average age = 16.5 years**

**Table 2: School Characteristics**

<u>Grade Levels</u>		
K through 12 school	5.1%	(N=12)
Lower school (elementary and middle school grades)	0.0%	(N=0)
Middle school	4.7%	(N=11)
Upper school (middle school and high school grades)	7.7%	(N=18)
High school	82.6%	(N=194)

<u>Community Type</u>		
Large City	26.1%	(N=54)
Mid-size City	14.5%	(N=30)
Suburban - Large City	39.1%	(N=81)
Suburban - Mid-size	8.7%	(N=18)
Small City or Town	3.4%	(N=7)
Rural	8.2%	(N=17)

<u>School Type</u>		
Public school	91.1%	(N=214)
Charter school	10.5% of public school youth	(N=22)
Magnet school	21.6% of public school youth	(N=45)
Religious-affiliated school	4.3%	(N=10)
Other independent or private school	4.7%	(N=11)

<u>Percentage Same Race/Ethnicity</u>		
Under 25%	40.6%	(N=82)
25% - 49%	24.8%	(N=50)
50% - 74%	15.8%	(N=32)
75% and Higher	18.8%	(N=38)

Figure 1

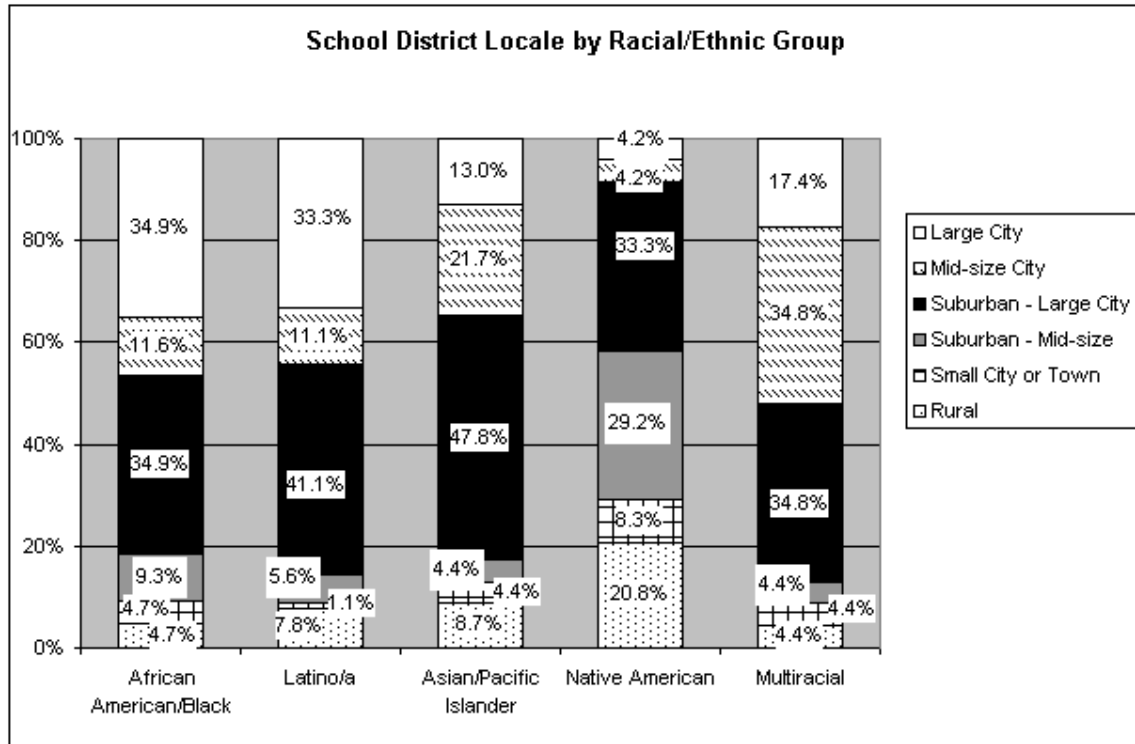
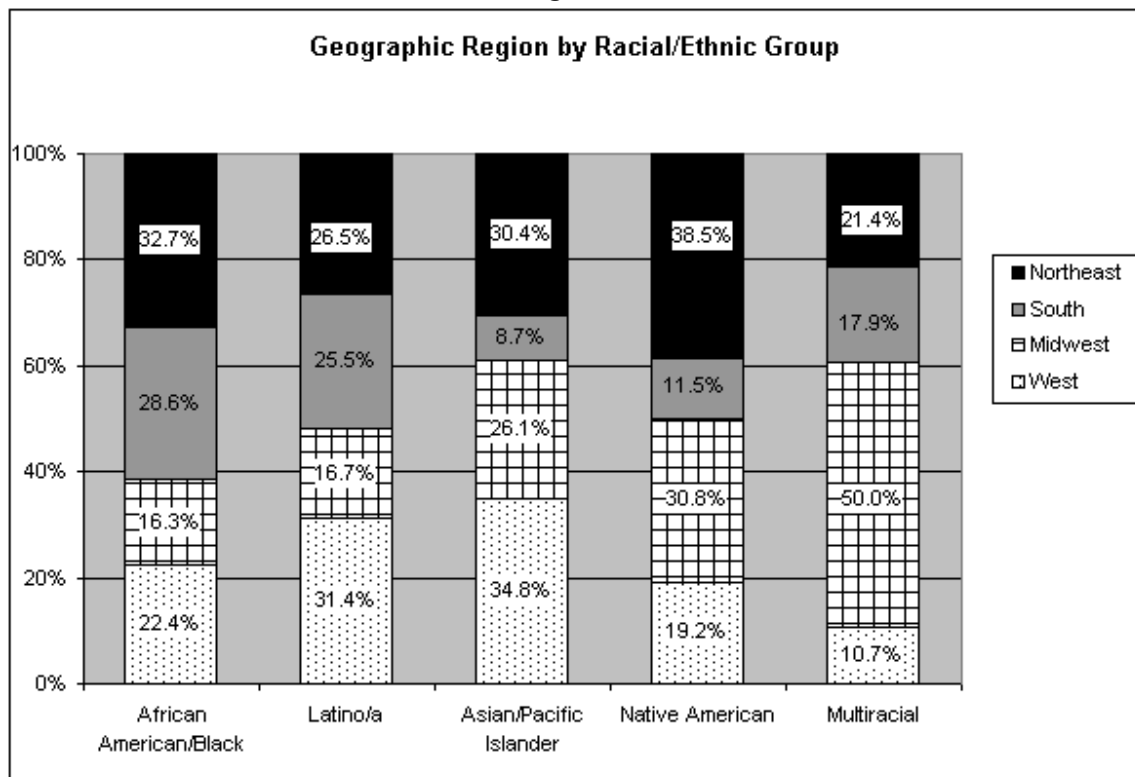


Figure 2



## Key Findings

### Biased Language in School

#### Homophobic Remarks

As with the 1999 NSCS, youth were asked about the frequency of hearing homophobic remarks, such as "faggot" or "dyke," in their schools. However, in the 2001 and 2003 surveys, we also asked youth how often they had heard the expression "That's so gay" or "You're so gay" used in their schools. In these expressions, the word "gay" is used to mean something that is considered bad or valueless just as one might use the words "dumb" or "stupid." As shown in Figures 3 and 4, 88.1% of the youth of color reported hearing the expression frequently or often and 78.8% reported hearing other homophobic remarks, such as "faggot" or "dyke," frequently or often<sup>1</sup>. Considering both types of homophobic remarks, 91.1% reported having heard them frequently or often (see Figure 5).

Youth were also asked who made homophobic remarks, whether by students, faculty/staff or both.

- Over three-quarters of youth reported hearing homophobic remarks from other students often or frequently from other students (see Figure 6).
- The majority of youth reported never or rarely hearing homophobic remarks from school faculty or staff. Only 16.3% of youth reported ever hearing homophobic remarks from faculty or school staff some of the time (see Figure 7).

Figure 3

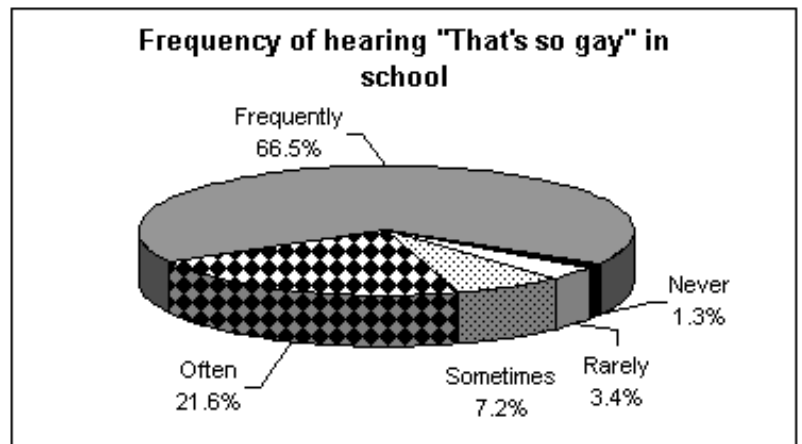
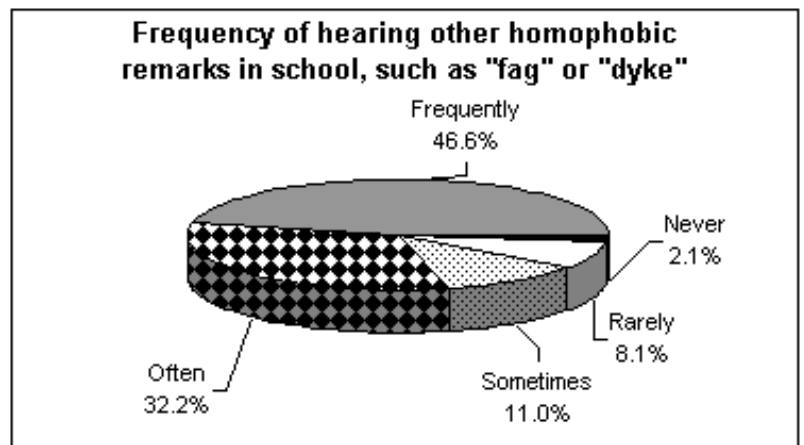


Figure 4



<sup>1</sup> Some LGBT youth may use terms traditionally seen as homophobic, such as "faggot," among themselves. Similarly, racist terms may sometimes be used among youth of color and not have the same racist meaning or negative intent as when used by white youth. In the 2001 survey, we did not ask youth to differentiate these types of usage. In the 2003 survey, youth were asked the frequency of biased language used "in a derogatory manner" in an attempt to establish negative use of biased language.

Figure 5

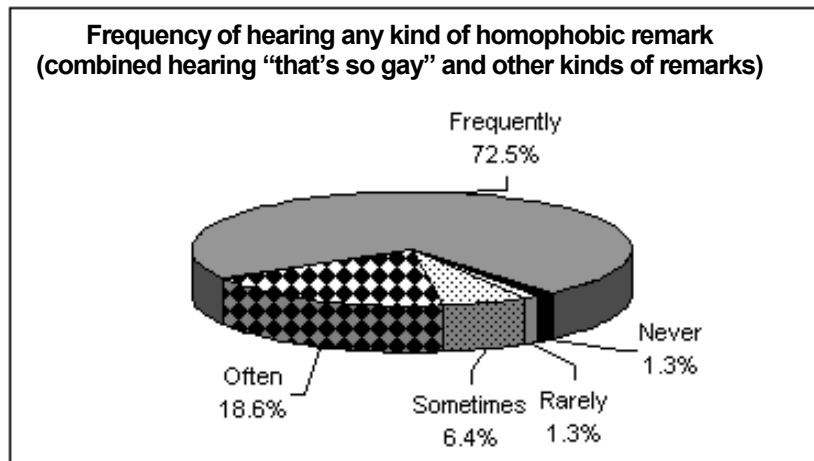


Figure 6

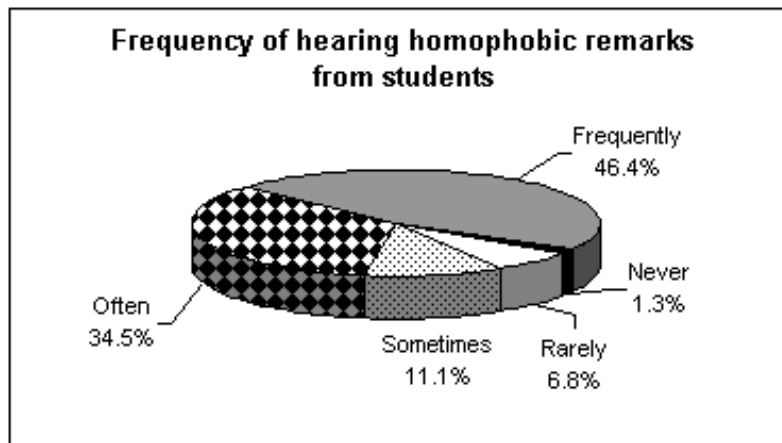
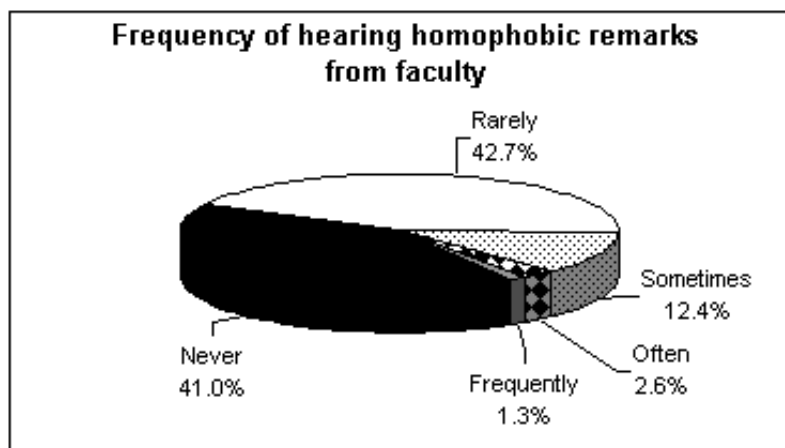


Figure 7



- Incidents of homophobic remarks often go unchallenged (see Figure 8). A quarter of the youth of color reported that either faculty/staff were never present when homophobic remarks were made or never intervened when they were present.
- Other students were reportedly less likely than faculty to intervene when homophobic remarks were made (see Figure 9). Almost all of the youth in our survey reported that other students never intervened or intervened only some of the time when homophobic remarks were made (86.8%).

Anecdotal reports suggest that most non-LGBT students and some school district officials and educational policymakers maintain that the expression “that’s so gay” does not directly denigrate gay or lesbian people and therefore should not be seen as harmful or offensive. For this reason, in the 2003 survey, we asked those youth who heard this expression used in their schools the degree to which hearing such expressions bothered or distressed them. As shown in Figure 10, the majority of youth reported that they were distressed to some degree when hearing the words “gay” or “queer” used in a derogatory way (such as “That’s so gay”). Less than half reported that hearing such expressions bothered or distressed them only a little or not at all.

### Racist Remarks in School

The youth reported that it is not uncommon to hear racist language in school. About a third of youth (32.7%) reported hearing racist remarks, such as “nigger” or “spic,” in their schools frequently or often (see Figure 11). It appears that other students were the main perpetrators of

**Figure 8**

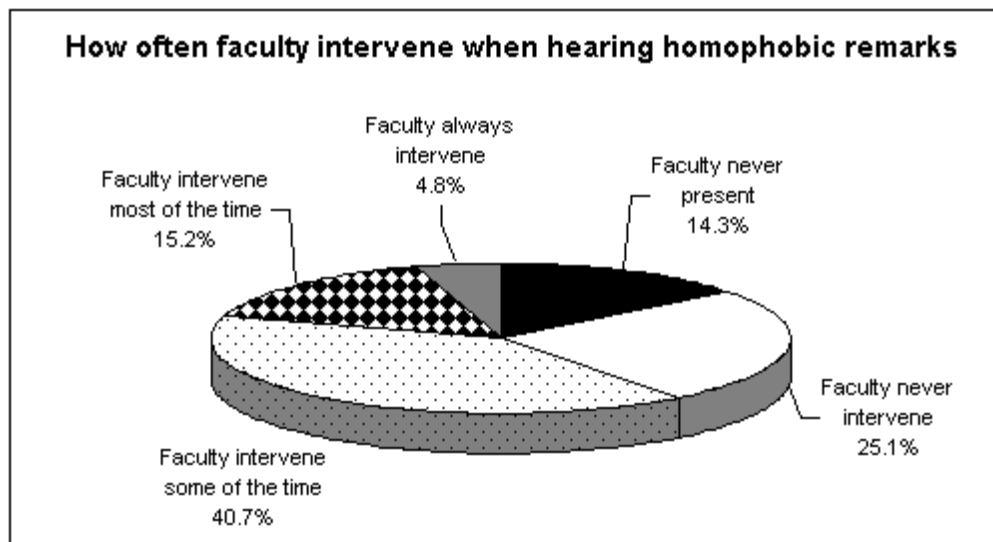


Figure 9

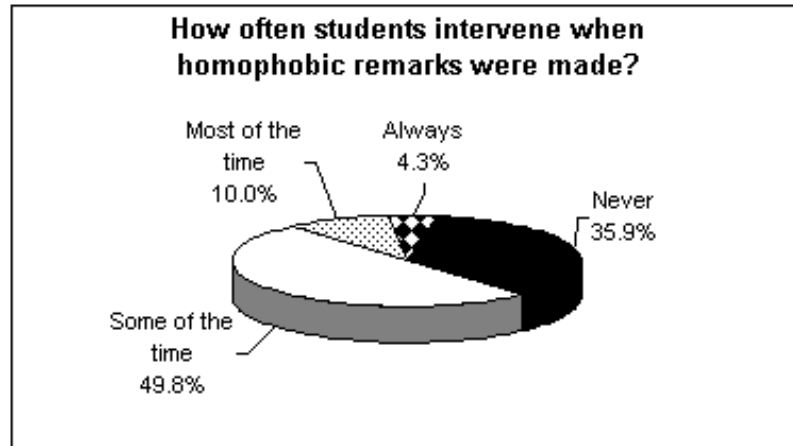


Figure 10

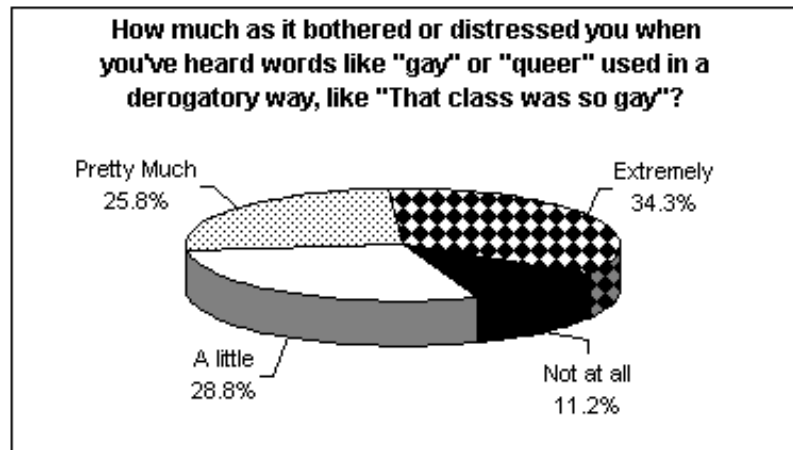
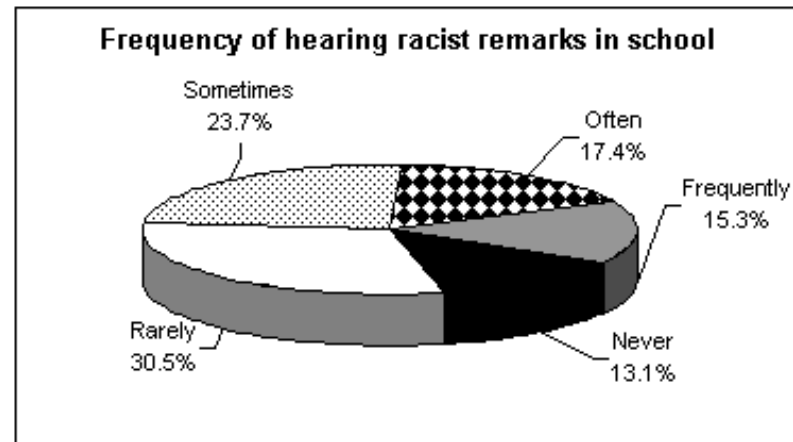


Figure 11

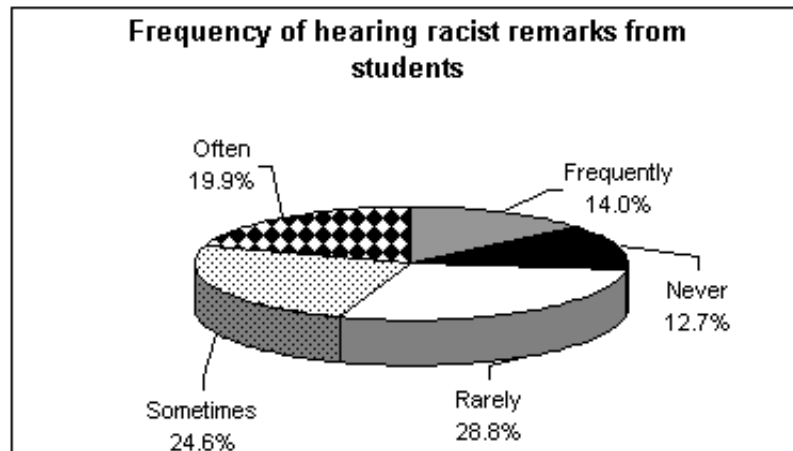


racist remarks in school (see Figures 12 and 13). Whereas over a third of youth reported hearing racist remarks from other students either frequently or often (33.9%), only a very small percentage of youth reported such remarks frequently or often from faculty or staff at their schools (3.9%).

As with homophobic remarks, racist remarks often went unprotested by other students. Only about a third (35.7%) of the youth in our survey reported that other students intervened most of the time or always (see Figure 14). However, in contrast with homophobic remarks, racist remarks were often made when faculty or staff were not present. As shown in Figure 15, almost a third of youth reported that faculty or staff were never present when racist remarks were made. Most youth of color reported that when faculty or staff were present, they intervened always or most of the time.

The frequency of hearing racist remarks in school was significantly lower than the frequency of hearing homophobic remarks. Nevertheless, the vast majority of the LGBT youth of color in our survey reported commonly hearing both homophobic and racist remarks in school. Fewer than 2% reported never or rarely hearing either kind of remarks.

**Figure 12**



**Figure 13**

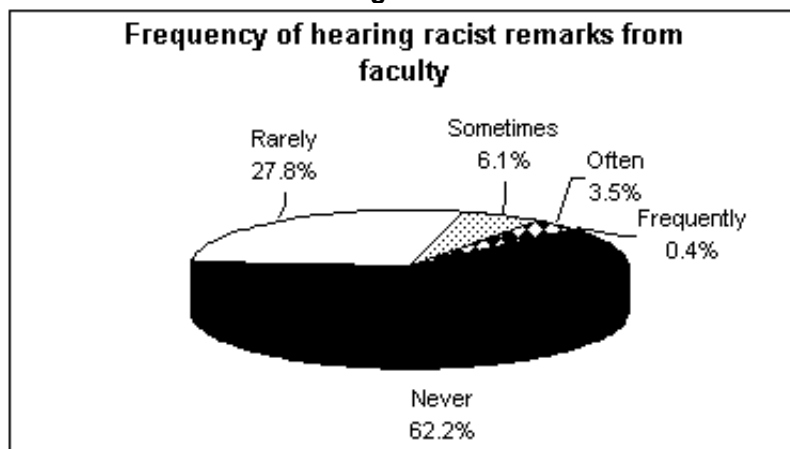


Figure 14

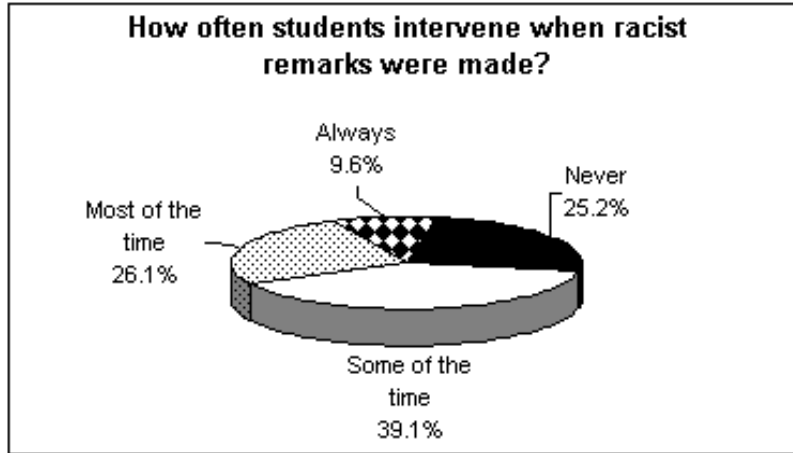
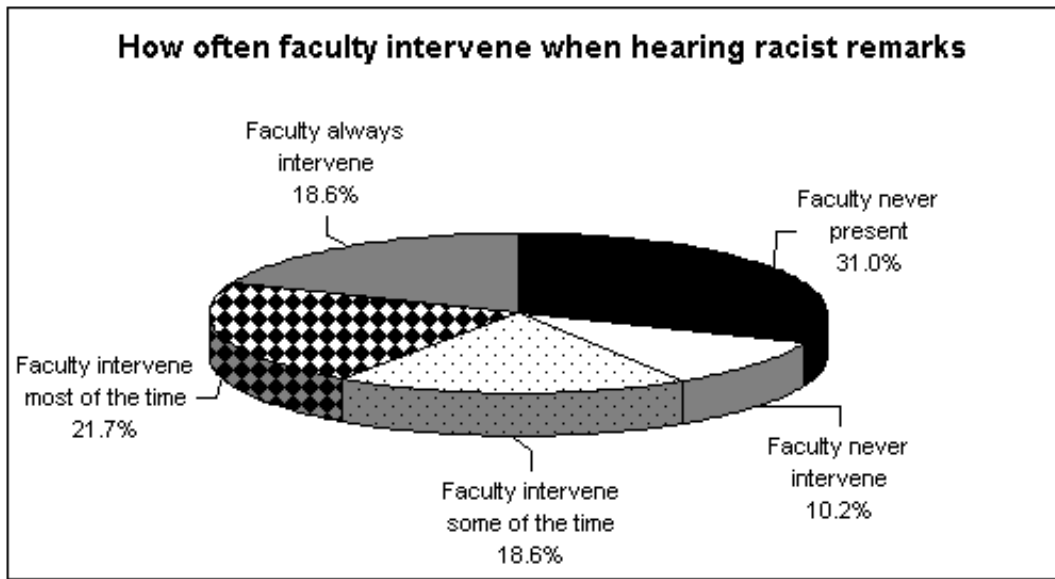


Figure 15



## Overall Safety in School

In general, LGBT youth may feel unsafe in their schools particularly because of their sexual orientation or their gender expression. LGBT youth of color may additionally feel unsafe in their schools because of their race or ethnicity. To assess overall feelings of safety in school, we asked the youth whether they felt unsafe because of their sexual orientation, gender, gender expression, race/ethnicity, religion, because of an actual or perceived disability and/or because of their religion or the religion they are presumed to be. Over two-thirds (70.8%) of youth reported that they felt unsafe in their schools due to one or more personal characteristics. As shown in Figure 16, youth most commonly reported that they felt unsafe in their schools because of their sexual orientation or their gender expression – over half of youth reported that they felt unsafe in their schools because of their sexual orientation and over one-third reporting that they felt unsafe because of their gender expression.

For certain racial/ethnic groups, feeling unsafe in school was related to the racial composition of the schools. Among African American youth, those who attended schools where the majority of students were African American were less likely to feel unsafe because of their sexual orientation and because of their gender expression (see Figure 17). In contrast, Latino/a youth were more likely to feel unsafe in their schools because of their gender expression in schools that were predominately Latino/a (see also Figure 17).

For LGBT youth, feeling that school is a hostile or unsafe place may interfere with their ability to learn. We asked youth in our survey how many times they had missed a class or missed a full day of school in the past month because they felt uncomfortable or unsafe in school. As shown in Figures 18 and 19, about a third of youth skipped a class at least once in the past month and about a third missed at least one entire day of school in the past month because they felt unsafe. In considering together the various reasons for feeling unsafe, feeling unsafe because of one's sexual orientation and feeling unsafe because of one's race/ ethnicity were most highly related to missing classes and days of school for the LGBT youth in our sample.

Figure 16

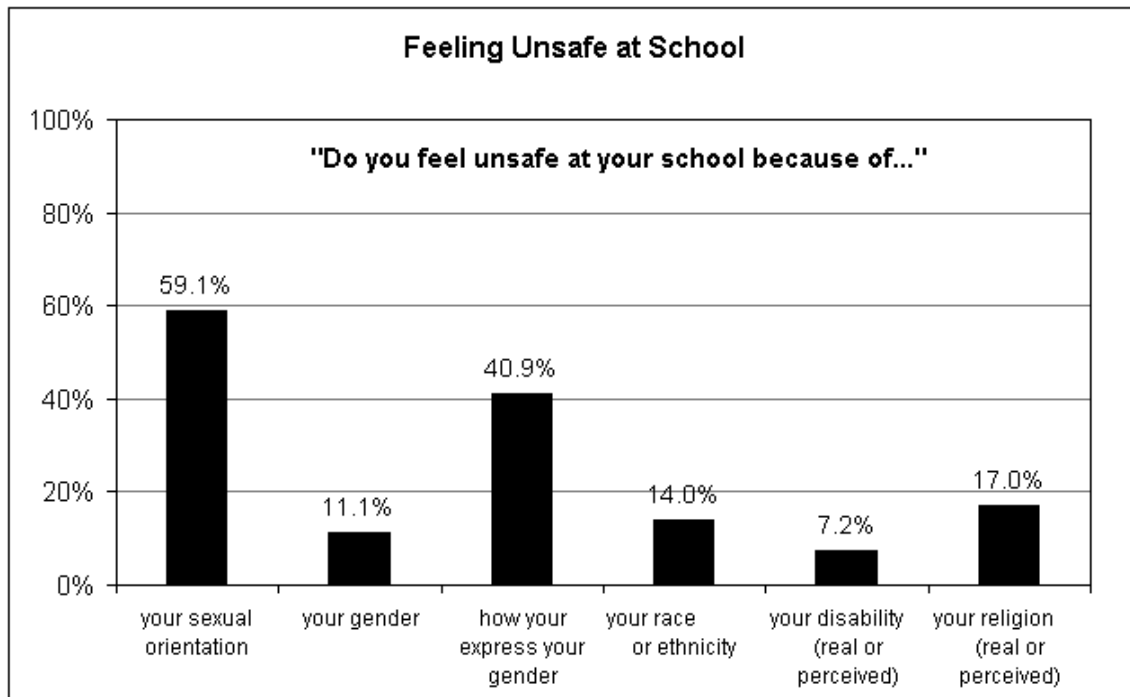


Figure 17

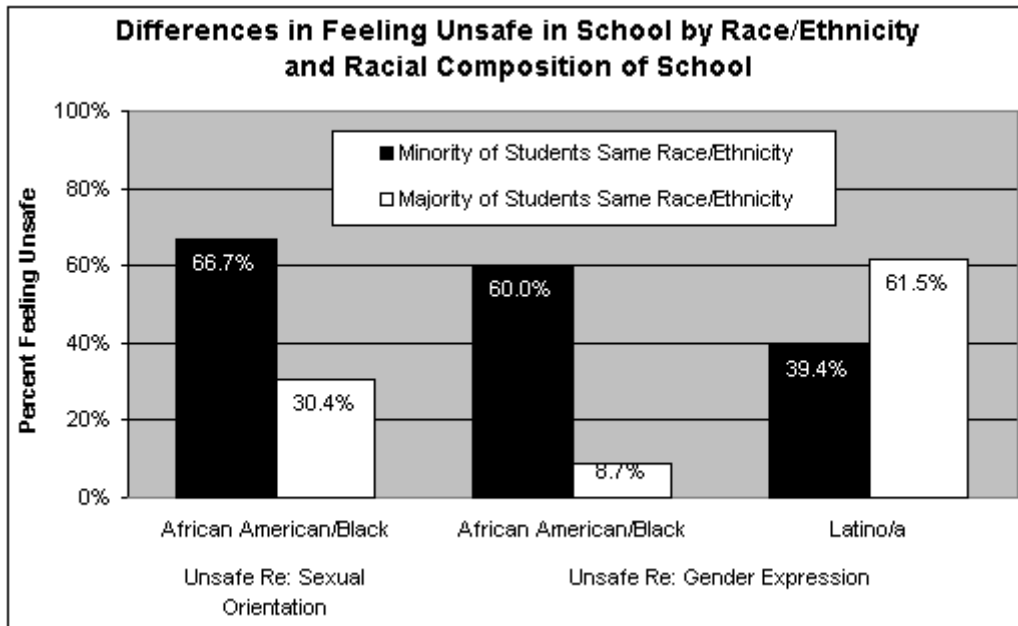


Figure 18

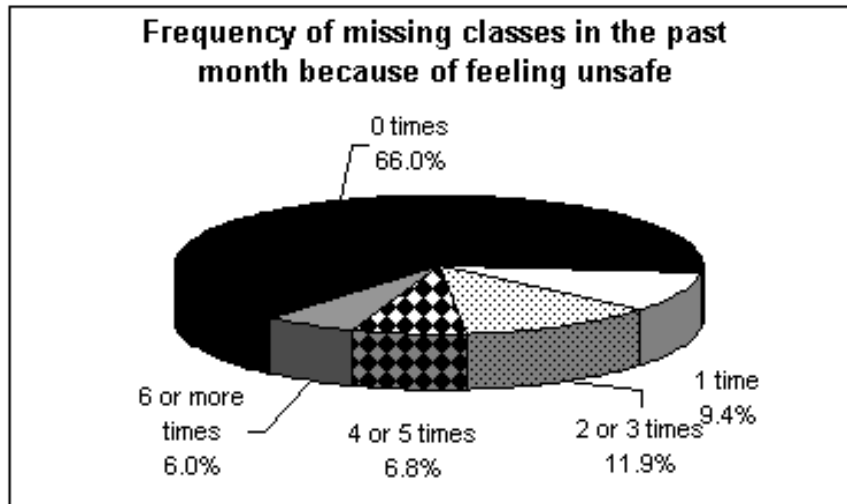
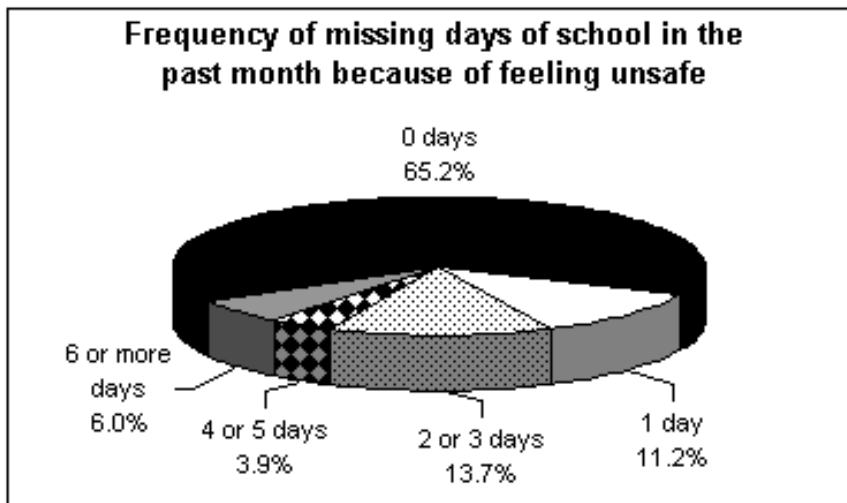


Figure 19



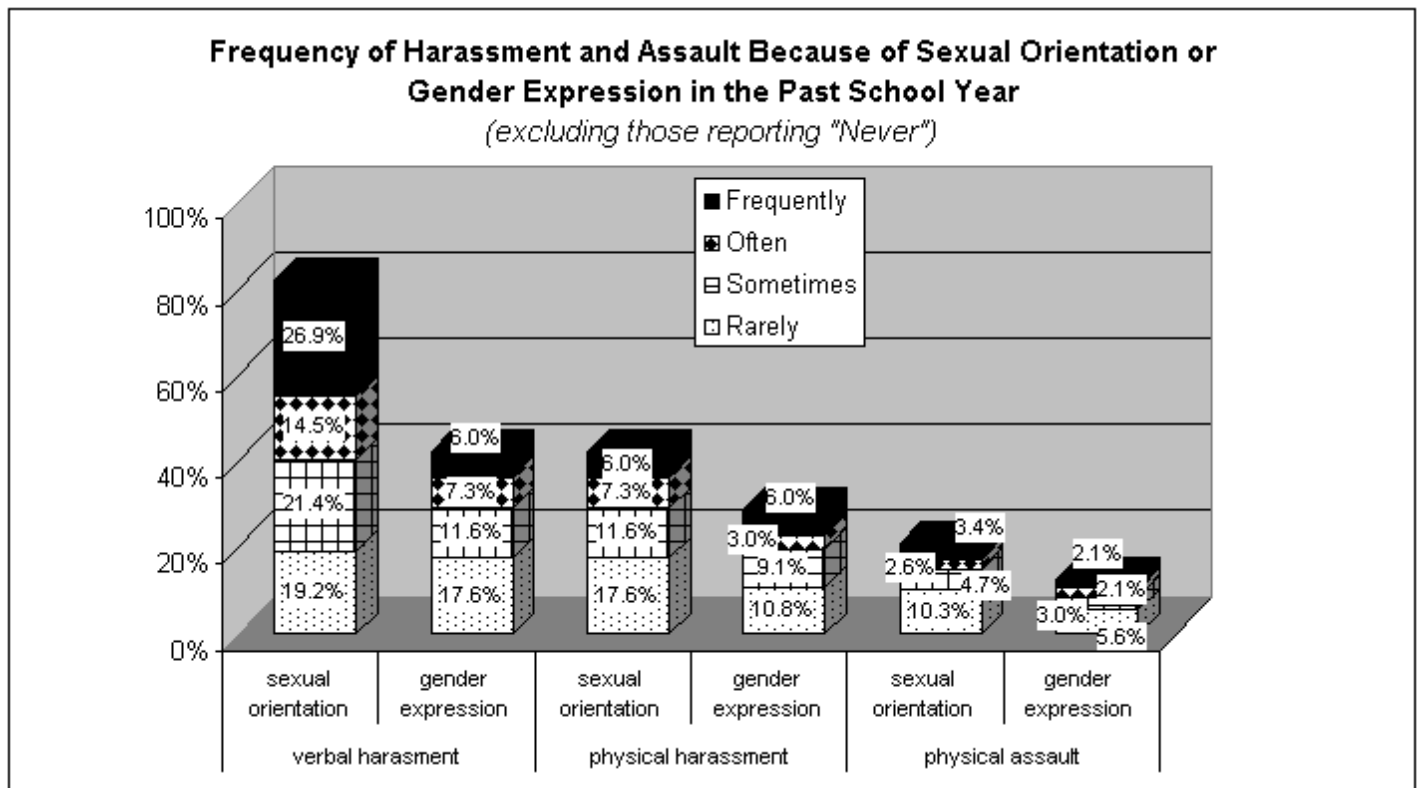
## Experiences of Harassment and Assault in School

Prior research has shown that verbal harassment can quickly turn into physical harassment and assault in some school environments. In order to understand why many LGBT youth feel unsafe in their schools and to document the incidence of harassment and violence toward LGBT youth in schools, we asked the LGBT youth in our survey about their experiences with harassment and assault in school.

We asked the youth in our survey how frequently in the past school year had they been verbally and physically harassed, physically assaulted or sexually harassed. The majority of youth of color reported at least some experience with verbal harassment because of their sexual orientation or because of their gender expression (see Figure 20). More than a third of LGBT youth of color reported some incident of physical harassment, such as being pushed or shoved, in school because of their sexual orientation and about a quarter reported such harassment because of their gender expression. Given the extreme nature of physical assault (being punched, kicked or injured with a weapon), it is not surprising that fewer youth reported being assaulted in school than reported being verbally or physically harassed. Nevertheless, over 20% of youth reported some incident of physical assault in the past year because of their sexual orientation and over 10% of youth reported having been assaulted because of their gender expression.

Incidents of harassment and assault related to sexual orientation or gender expression were more common than incidents related to race or ethnicity. Nevertheless, a substantial number of the youth of color in our sample reported having been verbally harassed in school because of their race/ethnicity. As shown in Figure 21, half of the youth of color reported some experience of verbal harassment related to race/ethnicity, about 10% reported physical harassment and about 5% reported physical assault.

Figure 20



There were no significant differences across groups with regard to the frequency of harassment and assault. However, the degree to which LGBT youth of color experience certain types of victimization in school was related to the racial/ethnic composition of the school. As shown in Figure 22, LGBT youth of color were less likely to report verbal harassment related to their race/ethnicity when attending schools that mostly had students of their own race/ethnicity. In contrast, youth of color in schools where the students were predominately of their own race/ethnicity were more likely to report physical assault related to their sexual orientation.

Figure 21

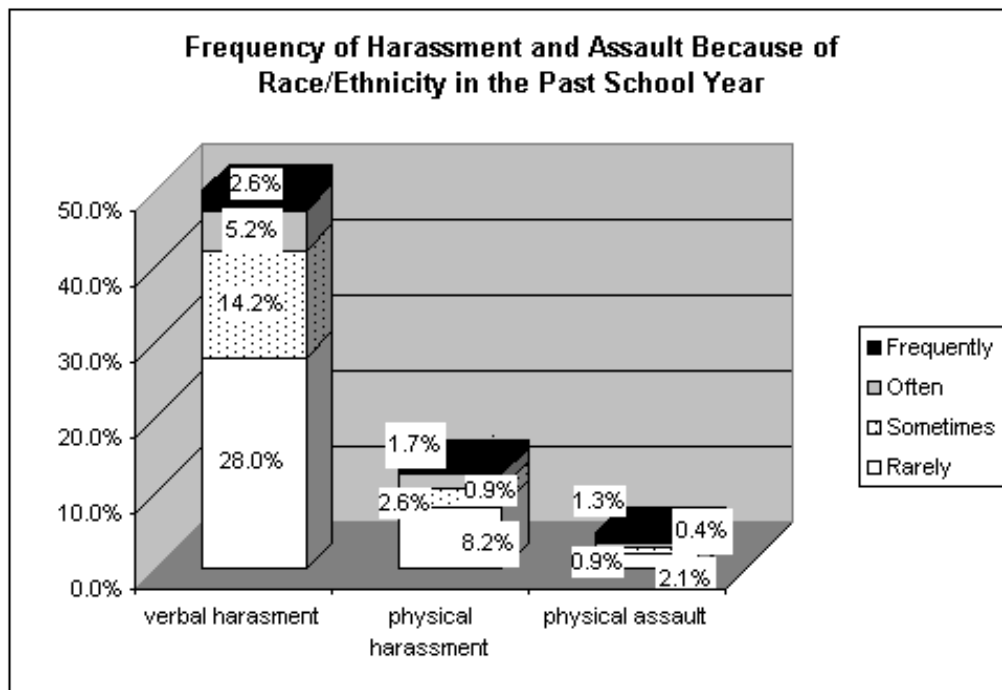
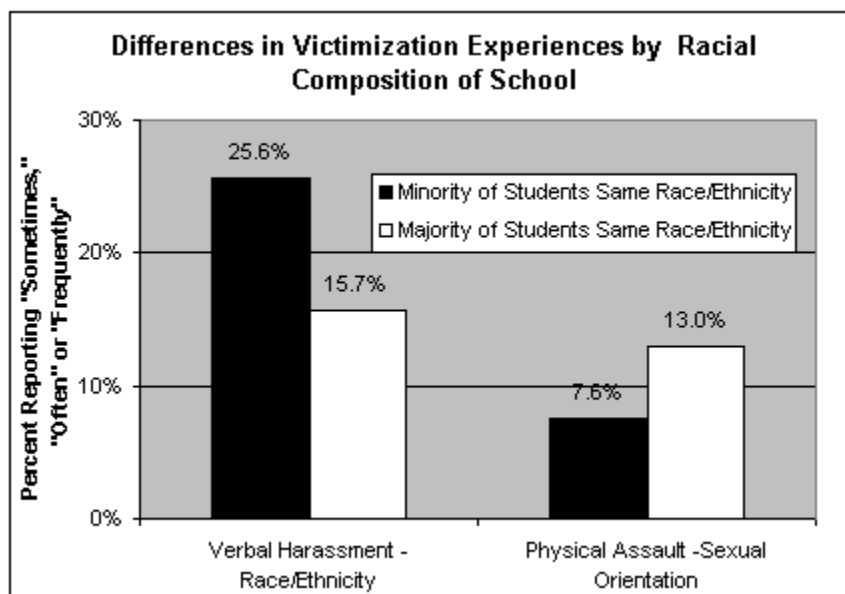


Figure 22



It is important to examine how the intersection of race, gender and sexual orientation may be pertinent to school-based harassment. The largest percentage of youth of color reported experiencing harassment or assault in school because of both their race/ethnicity and their sexual orientation (see Figure 23) and the largest percentage of female youth of color reported harassment or assault based on all three personal characteristics – gender, sexual orientation and race/ethnicity (see Figure 23).

### Changes in Harassment and Assault from 2001 to 2003

With regard to anti-LGBT behaviors in school, there were few differences in youth of color reports between 2001 and 2003. Although the frequency of hearing comments such as “that’s so gay” did not change over time, a slightly smaller percentage youth reported hearing other kinds of homophobic remarks such as “fag” or “dyke” in 2003 (see Figure 25). There were changes across years with regard to the frequency of harassment or assault related to one’s sexual orientation.

Figure 23

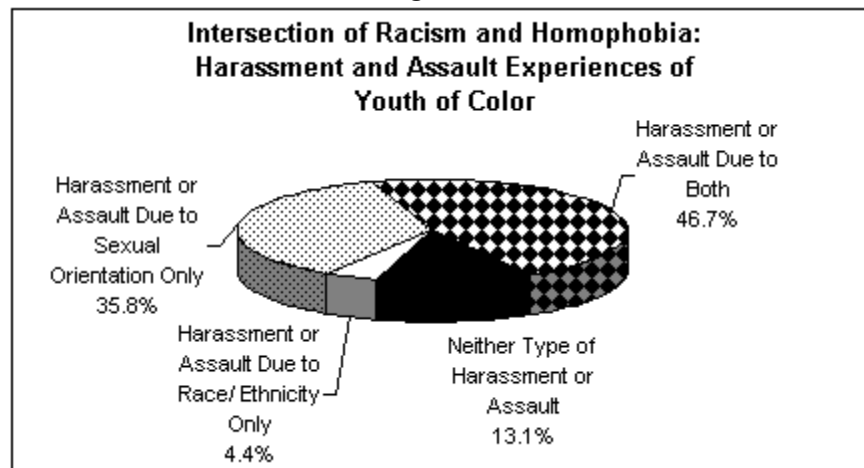
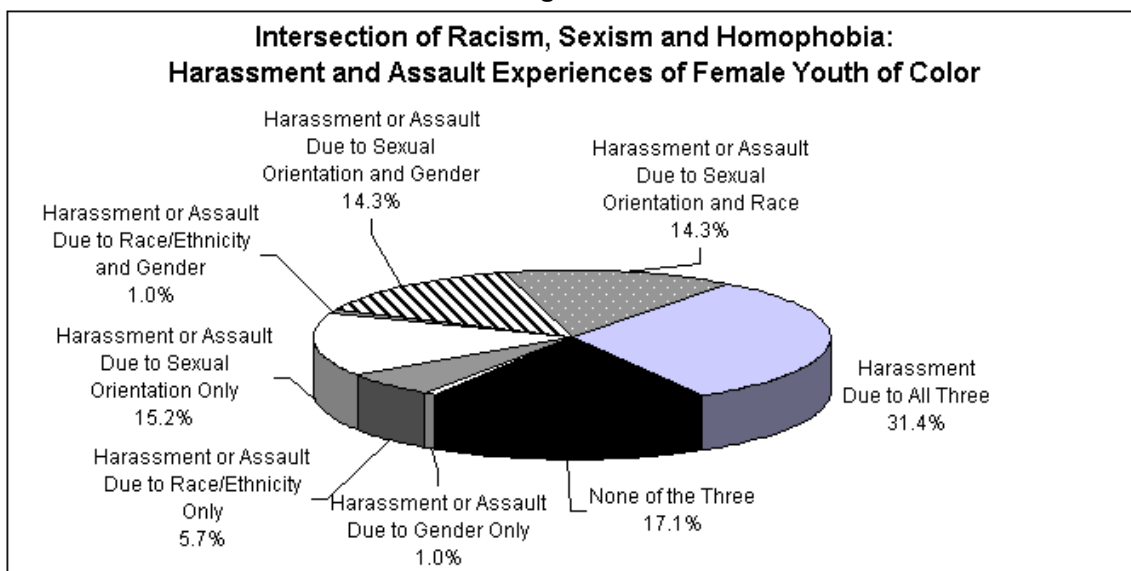


Figure 24



There was some indication of improvement in school climate with regard to racist behaviors in school. As also shown in Figure 25, fewer youth of color reported hearing racist remarks in 2003. There were also significant decreases in reports of racially motivated harassment and assault (see Figure 26).

### LGBT Resources and Supports in School

Another dimension of school climate for LGBT youth is the availability of positive resources about LGBT-related issues and supportive faculty or staff. Thus, we asked the youth in our survey about certain school supports, such as a gay-straight alliance, a school policy or procedures for reporting incidents of harassment or assault, teachers or school staff who are supportive of LGBT youth, and the inclusion of LGBT people, history or events discussed in classroom curricula. Overall, about half of the youth of color reported that their schools had GSAs. However, as shown in Figure 27, there were significant differences across racial/ethnic groups for those youth who were the racial/ethnic majority in their school. Among youth of color who attended schools where they were the racial/ethnic minority, there were no significant differences across groups. However, among youth who attended school where they were the racial/ethnic majority, African American youth were less likely to report having a GSA and Native American youth were more likely to report having a GSA. For those youth who reported having a GSA, there were no differences across racial/ethnic groups regarding frequency of attendance. However, youth of color who attended schools where they were a racial/ethnic minority reported attending GSA meetings more frequently than those who attended school where they were the majority. Almost three-quarters (74.6%) of youth who were the minority in school reported attending GSA meetings frequently or often compared to half (50.0%) of youth who were the majority in school.

Figure 25

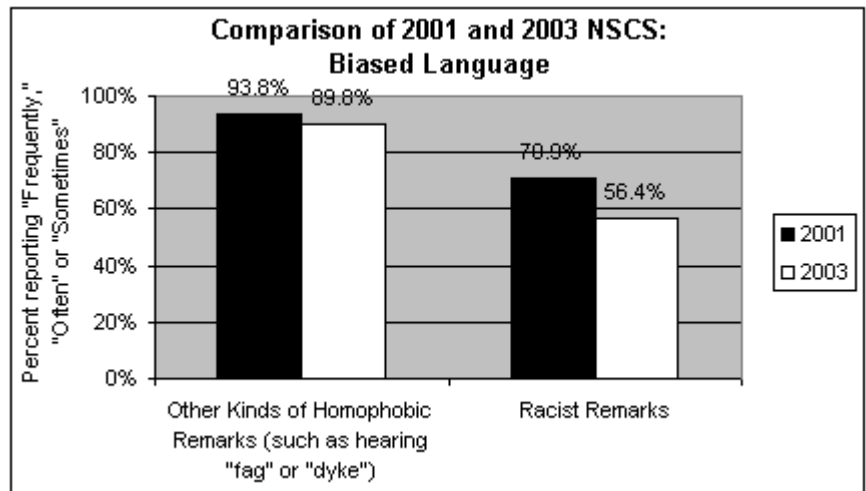


Figure 26

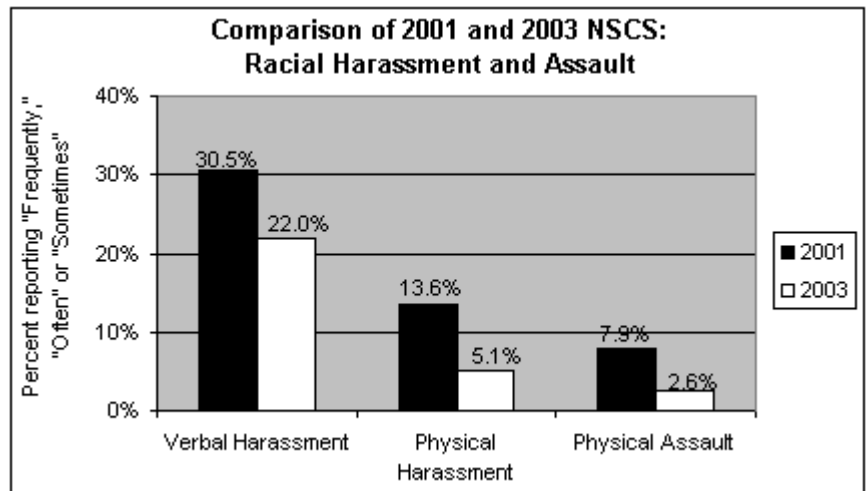
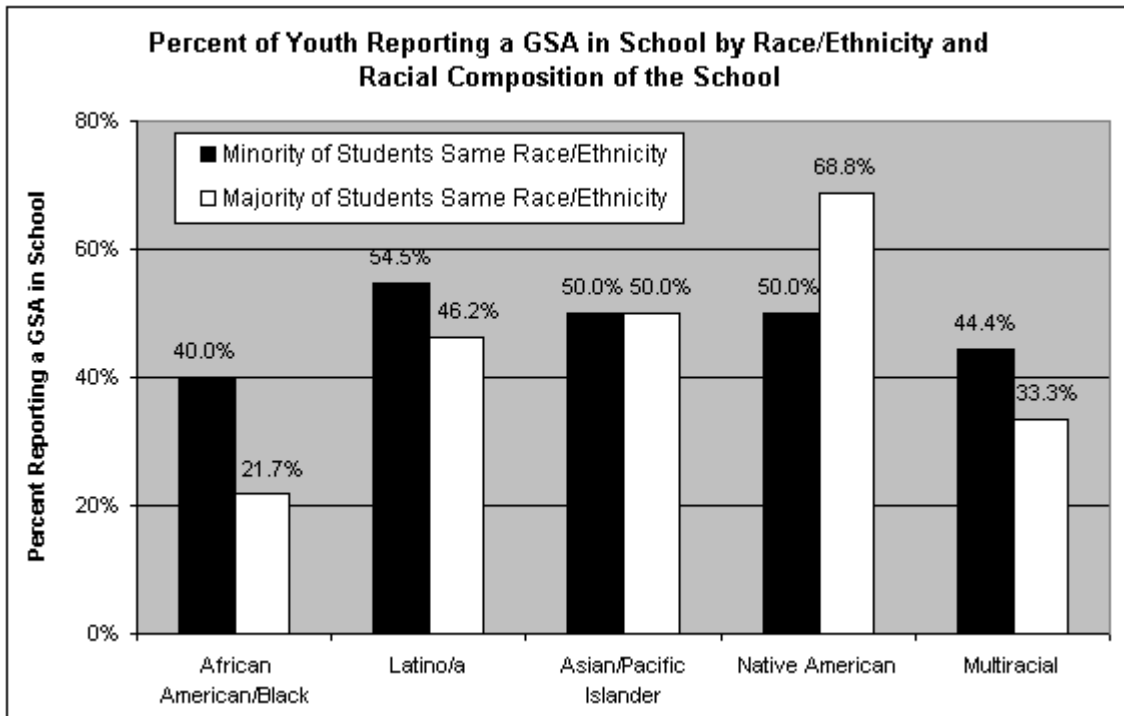


Figure 27



Most youth reported having at least one supportive faculty/staff member in their school (89.7%). However, the number of supportive faculty/staff varied across racial/ethnic groups and by the racial composition of the school (see Figure 28). Overall, Latino/a youth reported having more faculty/staff who were supportive of LGBT students than all other youth. African American and Asian/Pacific Islander youth whose racial/ethnic groups were the minority in the school reported greater numbers of supportive staff than African American and Asian/Pacific Islander youth who were the racial/ethnic majority in their schools.

Most of the youth of color reported that they would feel comfortable talking to faculty/staff in their schools about LGBT issues, most commonly teachers and school counselors or psychologists. There were no significant differences across racial/ethnic groups regarding comfort with school personnel but there were differences with regard to the racial composition of the school. As shown in Figure 29, youth of color were more likely to feel comfortable talking to school personnel, with the exception of school principals, about LGBT issues in schools where they were the racial/ethnic majority.

### Changes in LGBT-Related Resources from 2001 to 2003

With regard to LGBT resources in schools, there was both improvement and decline from 2001 to 2003. As shown in Figure 30, the number of youth reporting a GSA in their schools increased from about a third in 2001 to almost half in 2003. However, fewer youth in 2003 reported having LGBT-related resources in their school libraries and fewer reported having Internet access in school to LGBT community resources. There were no significant changes in other resources, such as inclusionary curricula and supportive faculty or staff.

Figure 28

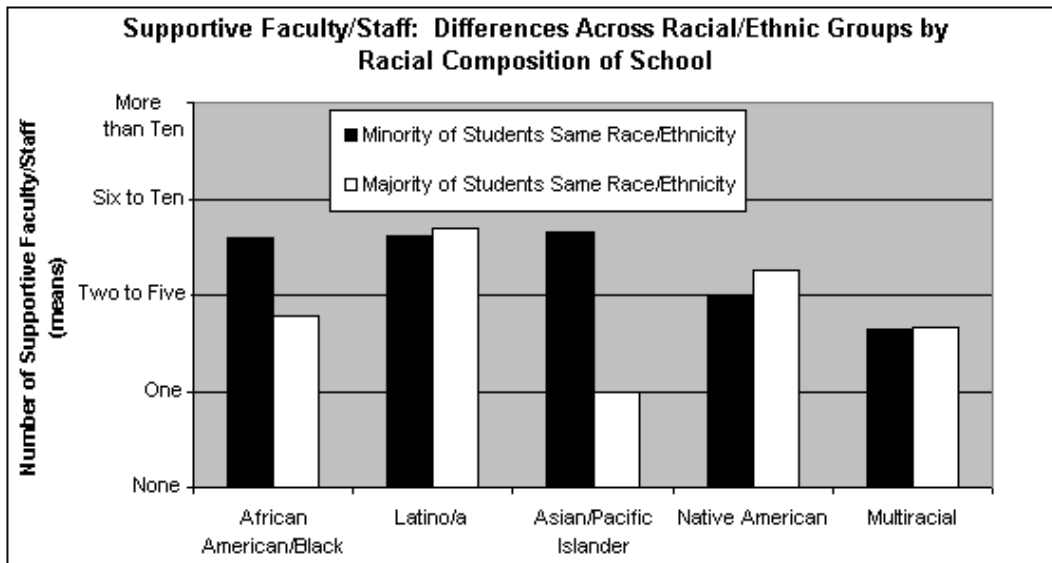


Figure 29

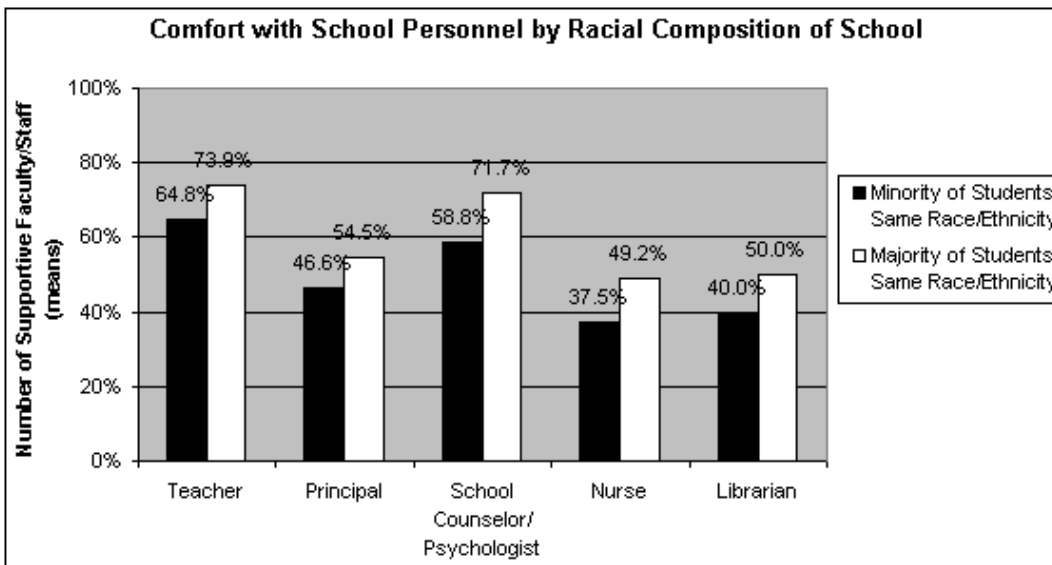
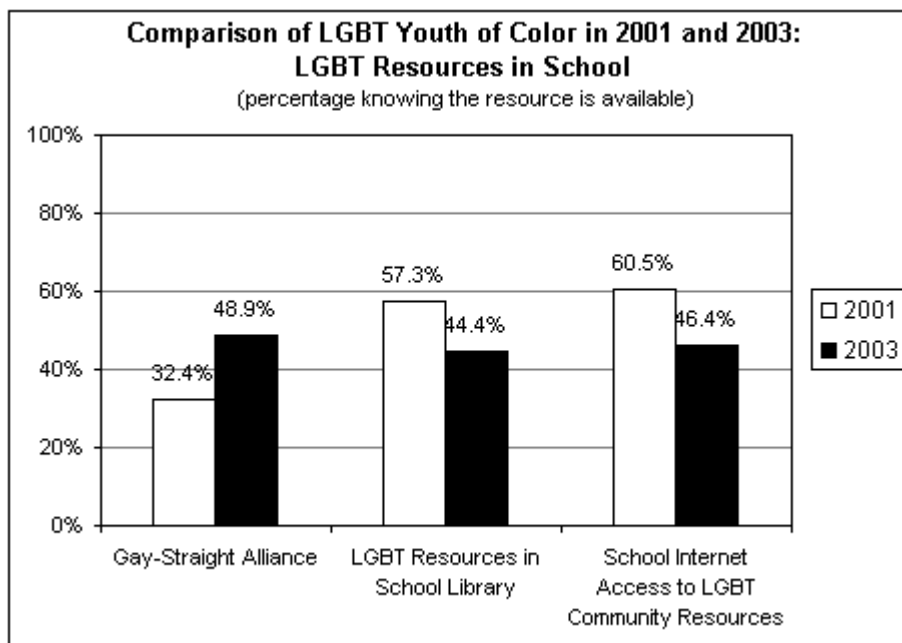


Figure 30



## Summary and Recommendations

The results from this 2003 National School Climate Survey echo the findings from our prior surveys – for many of LGBT youth of color, school can be an unsafe and even dangerous place. The majority of youth of color heard homophobic remarks frequently, felt unsafe in school because of their sexual orientation and reported being verbally harassed because of their sexual orientation or their gender expression. A large number of youth also reported incidents of physical harassment and physical assault. Faculty and school staff often did not intervene when homophobic remarks were made and were even less likely to intervene when hearing negative comments about someone's gender expression.

These results regarding the intersections of sexual orientation and race/ethnicity highlight the importance of understanding the diversity in experiences of LGBT youth. Youth of color comprised over a quarter of our national sample, the largest number of whom reported being harassed or assaulted in school because of both their sexual orientation and their race/ethnicity. These findings highlight the importance of considering experiences related to race/ethnicity and to sexual orientation when discussing the experiences of LGBT youth of color. The results from the youth of color confirm the need for state and local safe schools legislation that specifically addresses anti-LGBT and racist behaviors in school.

Across racial/ethnic groups, there were no differences regarding indicators of a hostile school climate for LGBT youth of color. There were, however, differences regarding school supports for LGBT students only when we considered racial minority status in school. African American LGBT youth attending schools where the study body was largely African American were less likely to report that their schools had GSAs, whereas Native American students were more likely to report GSAs when they were the majority. Although African American youth attending largely African American schools reported fewer faculty or staff who were supportive of LGBT students than those attending schools where African Americans were the minority, they were more likely to report being comfortable discussing LGBT issues with school faculty or staff. Greater advocacy and supports for LGBT youth may be needed in predominately African American schools, particularly with the formation and support of students clubs addressing LGBT student issues.

Our results indicate that student advocacy and organizing efforts must be cognizant of geographic and regional differences regarding students of color. Although most students of color nationwide attend schools in urban school districts, many of the LGBT youth of color in our survey were from suburban areas. For African American and Latino/a students, almost equal percentages of students were from urban and suburban schools. However, for Asian/Pacific Islander and Native American students, the majority was from suburban schools. It may be that these differences with national statistics is related to sampling bias of the survey or it may be a reflection of the increased isolation of LGBT youth of color in urban schools. Nevertheless, it is an indication that outreach efforts to LGBT youth of color in urban schools must be increased.

These results also underscore the need to bear in mind the demographics of the school that LGBT youth of color attend. Being in a school where one is of the racial/ethnic minority was related to more victimization related to race/ethnicity but less victimization related to one's sexual orientation. It may be that being a person of color in a predominately white school, for example, may make one's race or ethnicity a more salient issue than one's sexual orientation. However, in contrast, African American youth were more likely to feel unsafe because of their sexual orientation and gender expression in schools where they were the minority. Thus, the

relative salience of one's race/ethnicity to one's sexual orientation appears not to be universal across groups across school settings.

Although we asked youth about the percentage of students in their schools who were of the same race/ethnicity, we did not determine what the complete racial composition of the schools were. Given our findings related to racial minority/majority status, it would be important to examine the relationships between racial groups in the schools. An African American student who was the minority in a predominately white school, for example, may have a different school experience than an African American student in a school that was predominately Latino/a or predominately Asian/Pacific Islander.

Given that we also did not determine the racial composition of school faculty and staff, further research is needed to examine why LGBT students of color were more likely to report being comfortable talking to faculty and staff about LGBT issues in schools where most of the students were of the same race or ethnicity. It may be that these schools also have a higher percentage of people of color among the staff, and students are more comfortable speaking with other people of color. It may also be that regardless of the racial composition of the adults in the school, students feel less vulnerable in schools that have more students of the same race or ethnicity and are generally more comfortable with teachers and staff. Nevertheless, our results indicate the need for widespread training of school personnel about LGBT issues and the need for such trainings to be inclusive of the issues faced by students of color.

From our survey, we cannot completely understand how youth LGBT youth of color make sense of harassment and assault that they experience. Perhaps, in certain circumstances, a youth can make a determination about the cause of an attack by the characteristics of the attack. The words used in an incident of verbal harassment, for example, may explain the underlying motivation of the perpetrator—racist language used in a verbal attack may lead the young person to determine that the experience was due to race/ethnicity or homophobic language may lead the young person to determine that the experience was due to sexual orientation. For other youth, their reports of harassment and assault may be related to their own unique sense of their multiple identities—a Native American gay male youth, for example, may attribute all incidents of harassment directed toward him to his being both Native American and gay.

More research is needed on LGBT youth that is both cognizant of the intersections of race/ethnicity, gender and sexual orientation and that explores how LGBT youth understand and experience these intersections of identity. Although we focused specifically on sexual orientation and race/ethnicity in this profile, it is important for research and advocacy also to be cognizant of gender and gender identity/expression and how they intersect with race/ethnicity and sexual orientation.



## Appendix

<b>Appendix Table 1: Locale by Race/Ethnicity</b>						
	White/European American	African American/Black	Latino/a	Asian/Pacific Islander	Native American	Multiracial
Large City	12.4%	34.9%	33.3%	13.0%	4.2%	17.4%
Mid-size City	16.8%	11.6%	11.1%	21.7%	4.2%	34.8%
Suburban - Large City	36.9%	34.9%	41.1%	47.8%	33.3%	34.8%
Suburban - Mid-size City	13.2%	9.3%	5.6%	4.3%	29.2%	4.3%
Small City or Town	6.9%	4.7%	1.1%	4.3%	8.3%	4.3%
Rural	13.9%	4.7%	7.8%	8.7%	20.8%	4.3%

<b>Appendix Table 2: Region by Race/Ethnicity</b>						
	White/European American	African American/Black	Latino/a	Asian/Pacific Islander	Native American	Multiracial
Northeast	29.8%	32.7%	26.5%	30.4%	38.5%	21.4%
South	17.8%	28.6%	25.5%	8.7%	11.5%	17.9%
Midwest	31.5%	16.3%	16.7%	26.1%	30.8%	50.0%
West	20.9%	22.4%	31.4%	34.8%	19.2%	10.7%

<b>Appendix Table 3: Percent of School That Is Same Race/Ethnicity</b>						
	White/European American	African American/Black	Latino/a	Asian/Pacific Islander	Native American	Multiracial
Under 25%	2.0%	21.1%	40.2%	81.8%	16.7%	52.4%
25% to 49%	11.6%	18.4%	31.5%	9.1%	16.7%	33.3%
50% to 74%	21.5%	21.1%	18.5%	9.1%	16.7%	4.8%
75% and Higher	65.0%	39.5%	9.8%	0.0%	50.0%	9.5%

**Appendix Table 4: Hearing the Expressions Like "That's so gay"**

	White/European American	African American/Black	Latino/a	Asian/Pacific Islander	Native American	Multiracial
Never	1.7%	2.0%	1.0%	4.2%	0.0%	0.0%
Rarely	1.2%	6.1%	1.9%	4.2%	0.0%	3.6%
Sometimes	7.0%	6.1%	7.7%	12.5%	3.8%	7.1%
Often	13.8%	32.7%	22.1%	16.7%	19.2%	10.7%
Frequently	76.2%	53.1%	67.3%	62.5%	76.9%	78.6%

**Appendix Table 5: Hearing Other Kinds of Homophobic Remarks**

	White/European American	African American/Black	Latino/a	Asian/Pacific Islander	Native American	Multiracial
Never	1.7%	4.1%	1.0%	4.2%	0.0%	0.0%
Rarely	7.3%	6.1%	11.5%	8.3%	3.8%	3.6%
Sometimes	13.4%	8.2%	10.6%	16.7%	7.7%	17.9%
Often	27.4%	34.7%	32.7%	37.5%	19.2%	35.7%
Frequently	50.2%	46.9%	44.2%	33.3%	69.2%	42.9%

**Appendix Table 6: How Bothered by Hearing the Expression "That's so gay"**

	White/European American	African American/Black	Latino/a	Asian/Pacific Islander	Native American	Multiracial
Not at all	5.7%	18.8%	13.6%	0.0%	3.8%	7.1%
A little	19.3%	37.5%	27.2%	26.1%	23.1%	28.6%
Pretty much	32.3%	27.1%	18.4%	47.8%	30.8%	28.6%
Extremely	42.6%	16.7%	40.8%	26.1%	42.3%	35.7%

**Appendix Table 7: Hearing Racist Remarks**

	White/European American	African American/Black	Latino/a	Asian/Pacific Islander	Native American	Multiracial
Never	15.7%	16.3%	12.5%	8.3%	11.5%	14.3%
Rarely	31.2%	28.6%	33.7%	12.5%	34.6%	32.1%
Sometimes	25.6%	22.4%	25.0%	29.2%	19.2%	21.4%
Often	14.0%	16.3%	16.3%	29.2%	19.2%	14.3%
Frequently	13.5%	16.3%	12.5%	20.8%	15.4%	17.9%

**Appendix Table 8: Feeling Unsafe in School (percent reporting "Yes")**

**Racial/Ethnic Group**

	White/European American	African American/Black	Latino/a	Asian/Pacific Islander	Native American	Multiracial
<b>Because of...</b>						
Sexual Orientation	66.5%	46.9%	57.7%	79.2%	60.0%	71.4%
Gender	10.9%	4.1%	13.5%	12.5%	12.0%	10.7%
Gender Expression	38.4%	36.7%	44.2%	50.0%	36.0%	28.6%
Actual or Perceived Disability	4.2%	2.0%	4.8%	12.5%	16.0%	14.3%
Actual or Perceived Religion	18.9%	6.1%	15.4%	29.2%	36.0%	14.3%

**Appendix Table 9: Verbal Harassment Re: Sexual Orientation**

	White/European American	African American/Black	Latino/a	Asian/Pacific Islander	Native American	Multiracial
Never	15.0%	25.0%	16.3%	16.7%	7.7%	25.9%
Rarely	22.4%	10.4%	23.1%	25.0%	15.4%	18.5%
Sometimes	23.1%	27.1%	17.3%	16.7%	23.1%	25.9%
Often	16.5%	14.6%	18.3%	12.5%	11.5%	7.4%
Frequently	23.1%	22.9%	25.0%	29.2%	42.3%	22.2%

**Appendix Table 10: Physical Harassment Re: Sexual Orientation**

	White/European American	African American/Black	Latino/a	Asian/Pacific Islander	Native American	Multiracial
Never	62.1%	57.4%	59.2%	50.0%	53.8%	67.9%
Rarely	16.4%	21.3%	18.4%	20.8%	7.7%	10.7%
Sometimes	12.0%	12.8%	7.8%	16.7%	23.1%	3.6%
Often	5.0%	6.4%	6.8%	4.2%	11.5%	10.7%
Frequently	4.5%	2.1%	7.8%	8.3%	3.8%	7.1%

**Appendix Table 11: Physical Harassment Re: Sexual Orientation**

	White/European American	African American/Black	Latino/a	Asian/Pacific Islander	Native American	Multiracial
Never	84.4%	77.1%	78.6%	79.2%	76.9%	85.7%
Rarely	8.1%	4.2%	14.6%	8.3%	11.5%	7.1%
Sometimes	4.5%	6.3%	2.9%	0.0%	7.7%	7.1%
Often	1.6%	6.3%	1.0%	8.3%	0.0%	0.0%
Frequently	1.4%	6.3%	2.9%	4.2%	3.8%	0.0%

**Appendix Table 12: Verbal Harassment Re: Race/Ethnicity**

	White/European American	African American/Black	Latino/a	Asian/Pacific Islander	Native American	Multiracial
Never	79.9%	64.6%	50.5%	20.8%	61.5%	40.7%
Rarely	11.9%	18.8%	32.0%	33.3%	15.4%	33.3%
Sometimes	4.5%	10.4%	10.7%	29.2%	15.4%	18.5%
Often	2.2%	4.2%	4.9%	8.3%	7.7%	3.7%
Frequently	1.4%	2.1%	1.9%	8.3%	0.0%	3.7%

**Appendix Table 13: Physical Harassment Re: Race/Ethnicity**

	White/European American	African American/Black	Latino/a	Asian/Pacific Islander	Native American	Multiracial
Never	94.2%	83.3%	90.3%	70.8%	88.5%	92.6%
Rarely	3.5%	4.2%	7.8%	16.7%	11.5%	3.7%
Sometimes	1.6%	8.3%	0.0%	8.3%	0.0%	0.0%
Often	0.2%	4.2%	1.9%	0.0%	0.0%	0.0%
Frequently	.6%	0.0%	0.0%	4.2%	0.0%	3.7%

**Appendix Table 14: Physical Harassment Re: Race/Ethnicity**

	White/European American	African American/Black	Latino/a	Asian/Pacific Islander	Native American	Multiracial
Never	96.9%	91.7%	98.1%	83.3%	100.0%	100.0%
Rarely	2.5%	2.1%	1.0%	8.3%	0.0%	0.0%
Sometimes	0.2%	2.1%	0.0%	4.2%	0.0%	0.0%
Often	0.3%	0.0%	1.0%	0.0%	0.0%	0.0%
Frequently	0.2%	4.2%	0.0%	4.2%	0.0%	0.0%