



Creating Inclusive Spaces for LGBTQ+ Students

AFFIRMING PRACTICES FOR
SUPPORTING LGBTQIA+ STUDENTS

This presentation is revised and updated from a safe space training created by Erin Pollard



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She, her, they, them

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- **School Counseling PPS**
- **Certified Autism Specialist**



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ABOUT ME

- Fullerton College Adjunct Counselor
- Q&A: Queer Straight Alliance: An LGBTQ+ Committee Member
- Consortium of Higher Education LGBT Resource Member
- Region 8 Lead LGBTQ Student Support Advocates
- Puente Mentor
- Mother of two AWEtistic children
- PCOS

WHY THIS IS IMPORTANT



COLLEGE APPLICATION DATA

Sexual and Gender Identity (Incl. Nonconforming)
4 Year University & CCC Apply
Sends the message that care about this information



TITLE IX BEST PRACTICES

Protections against mistreatment based on gender and sexuality



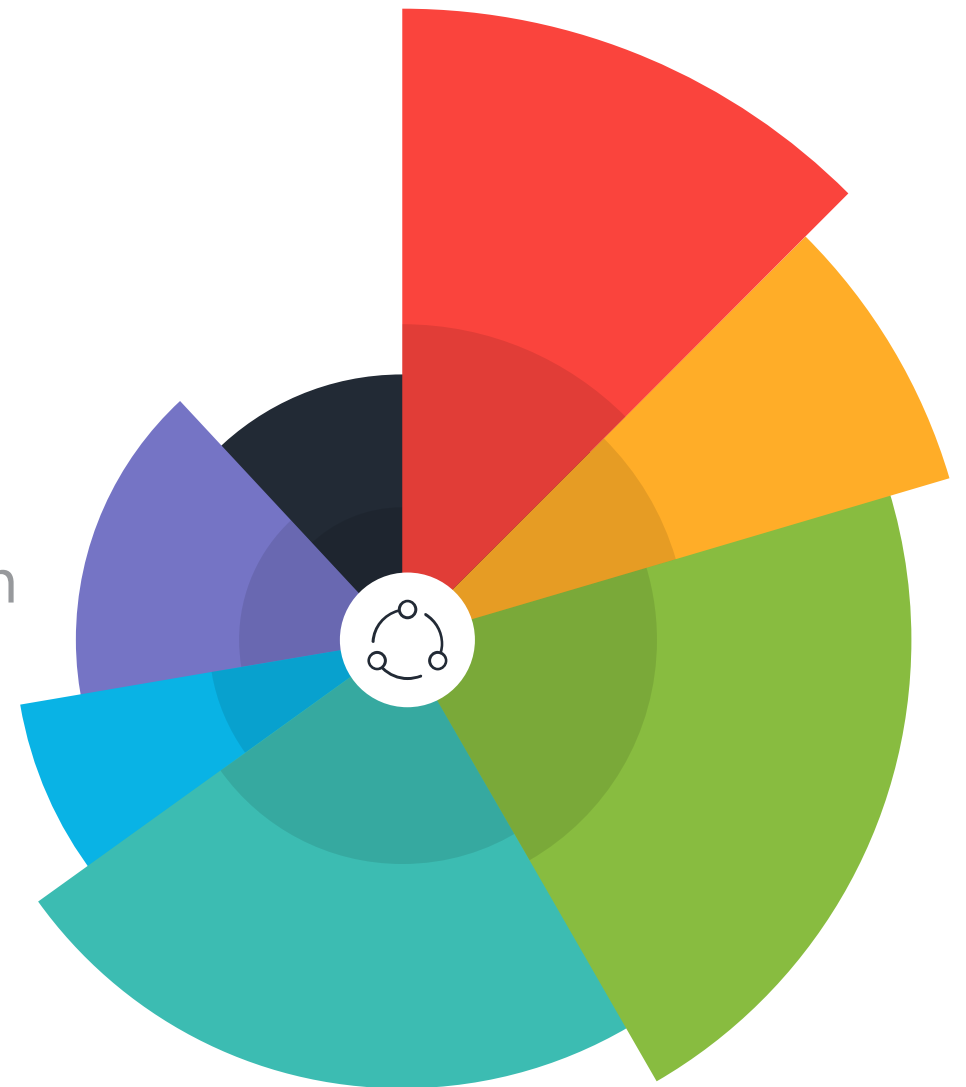
CA LGBTQ LAWS

AB 1266 – (K-12) Asserted name and gender on unofficial records [\(Link\)](#)
AB 1018 – LGBTQ is now a specially funded category (EOPS & Equity) [\(Link\)](#)
SB 179 – 3rd Gender Option in CA [\(Link\)](#)



SEAP FUNDING MODEL

SSSP → SEAP Funding = Greater emphasis on disproportionately impacted groups



LGBTQIA+



LESBIAN, GAY, BISEXUAL,
TRANSGENDER,
QUEER, INTERSEX, ASEXUAL

This is not one community

Includes sexual orientations, genders, and intersex identities

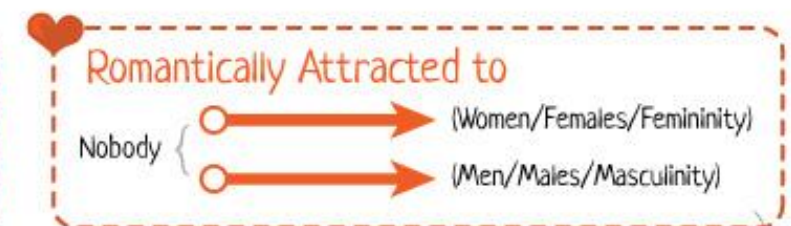
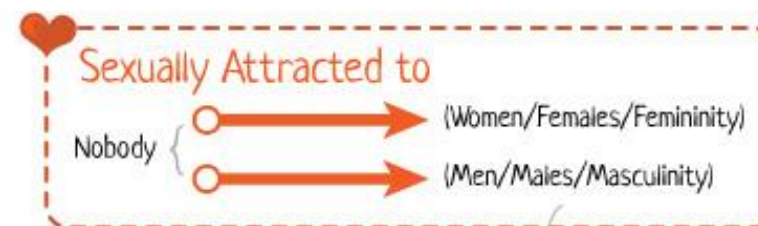
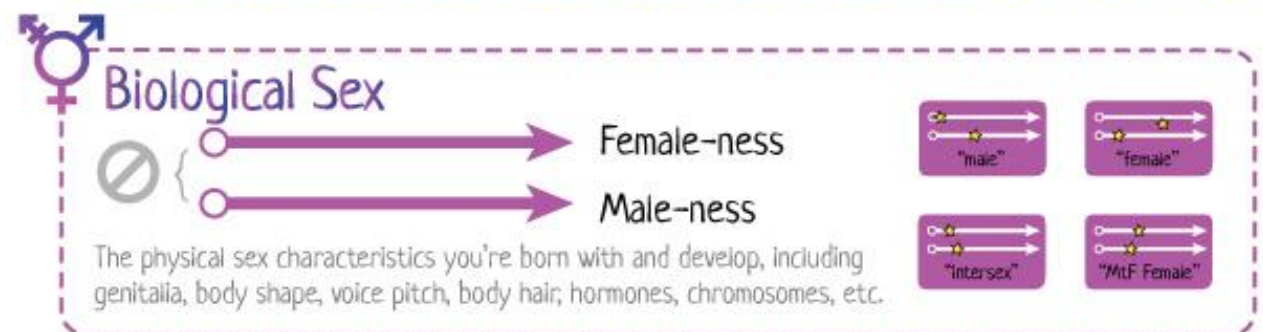
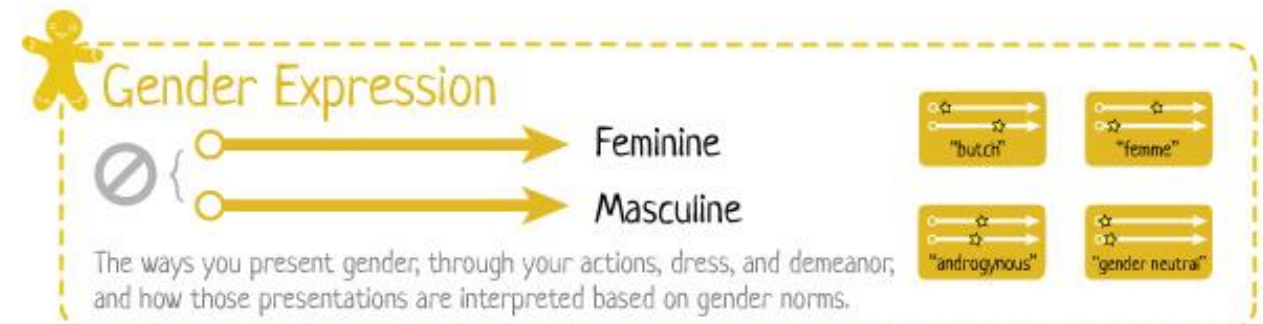
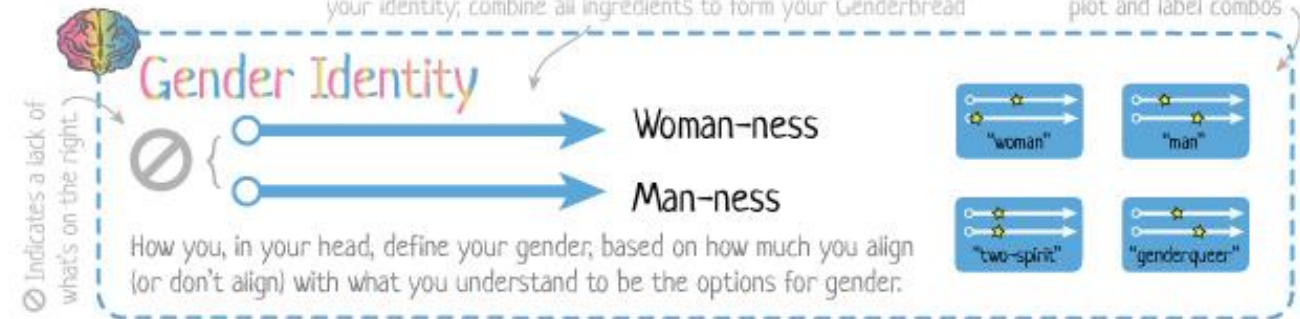
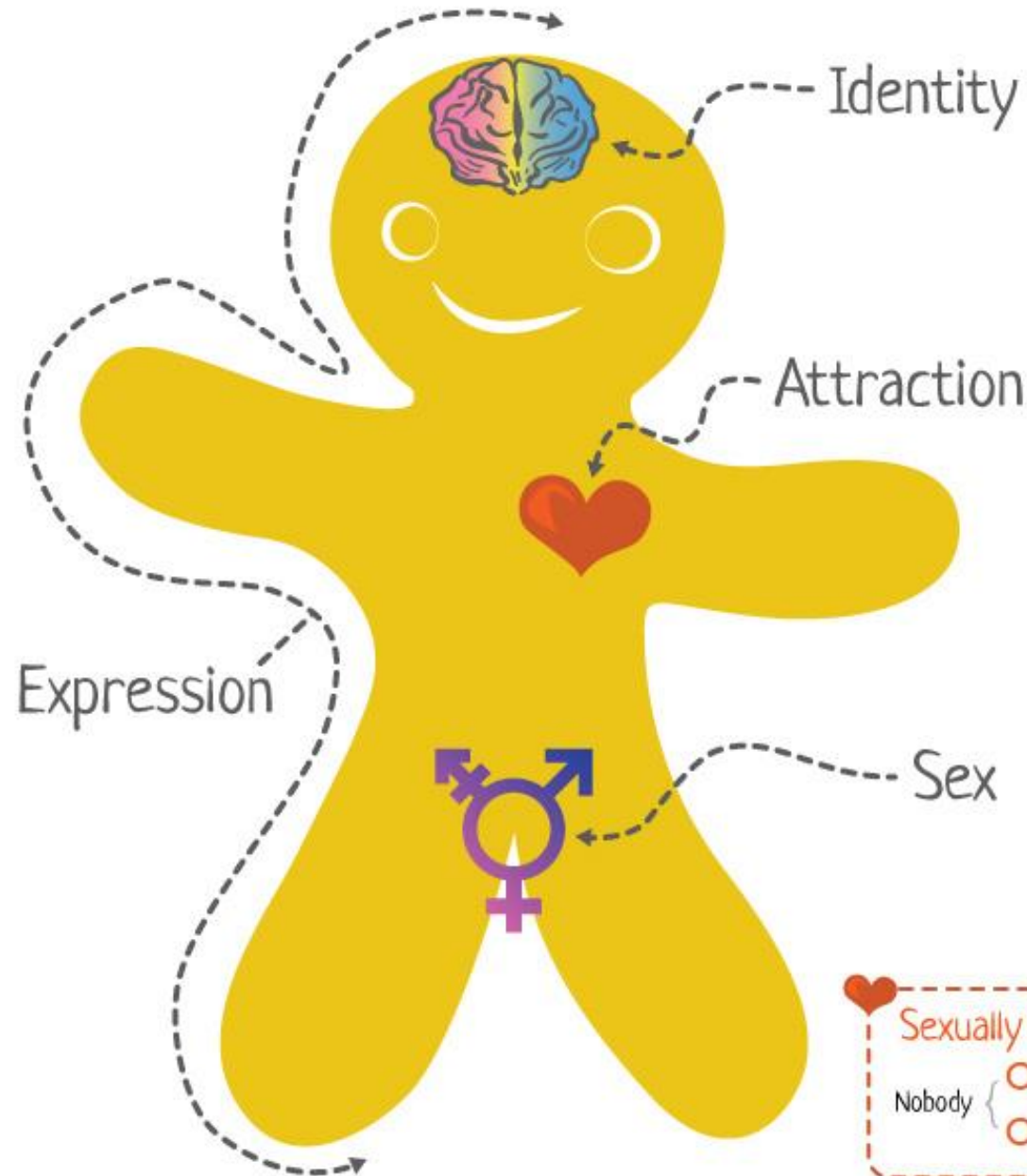
The Genderbread Person v3.3

by its pronounced **METROsexual**.com

Gender is one of those things everyone thinks they understand, but most people don't. Like *Inception*. Gender isn't binary. It's not either/or. In many cases it's both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for gender understanding. It's okay if you're hungry for more. In fact, that's the idea.

Plot a point on both continua in each category to represent your identity; combine all ingredients to form your Genderbread

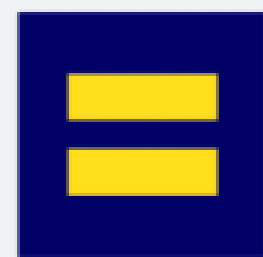
4 (of infinite) possible plot and label combos



In each grouping, circle all that apply to you and plot a point, depicting the aspects of gender toward which you experience attraction.

For a bigger bite, read more at <http://bit.ly/genderbread>

**YOU CANNOT TELL A PERSON'S
GENDER IDENTITY BY LOOKING AT THEM**
You'd need to have a conversation



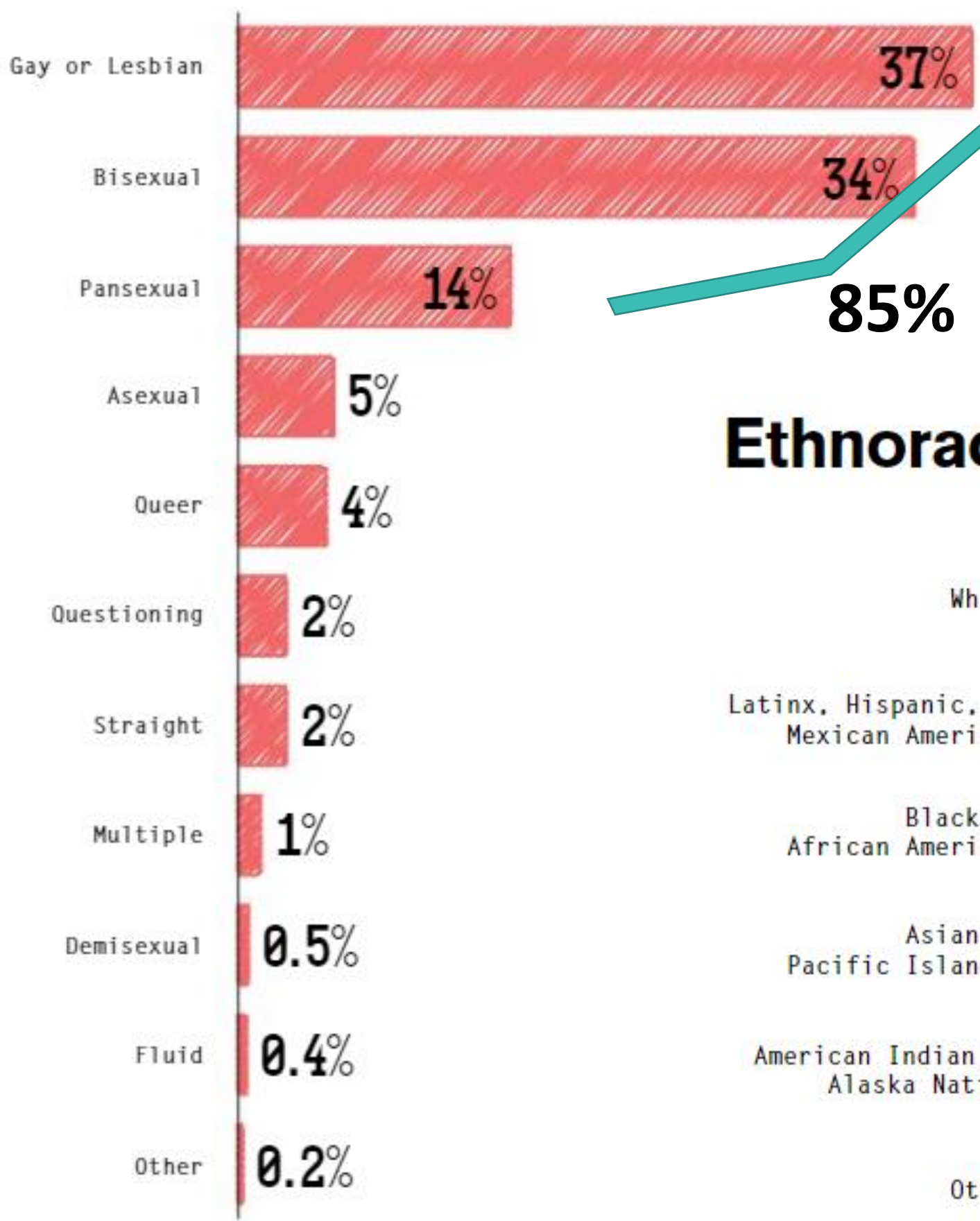
HUMAN
RIGHTS
CAMPAIGN
FOUNDATION™

2018
LGBTQ
Youth Report

WWW.HRC.ORG

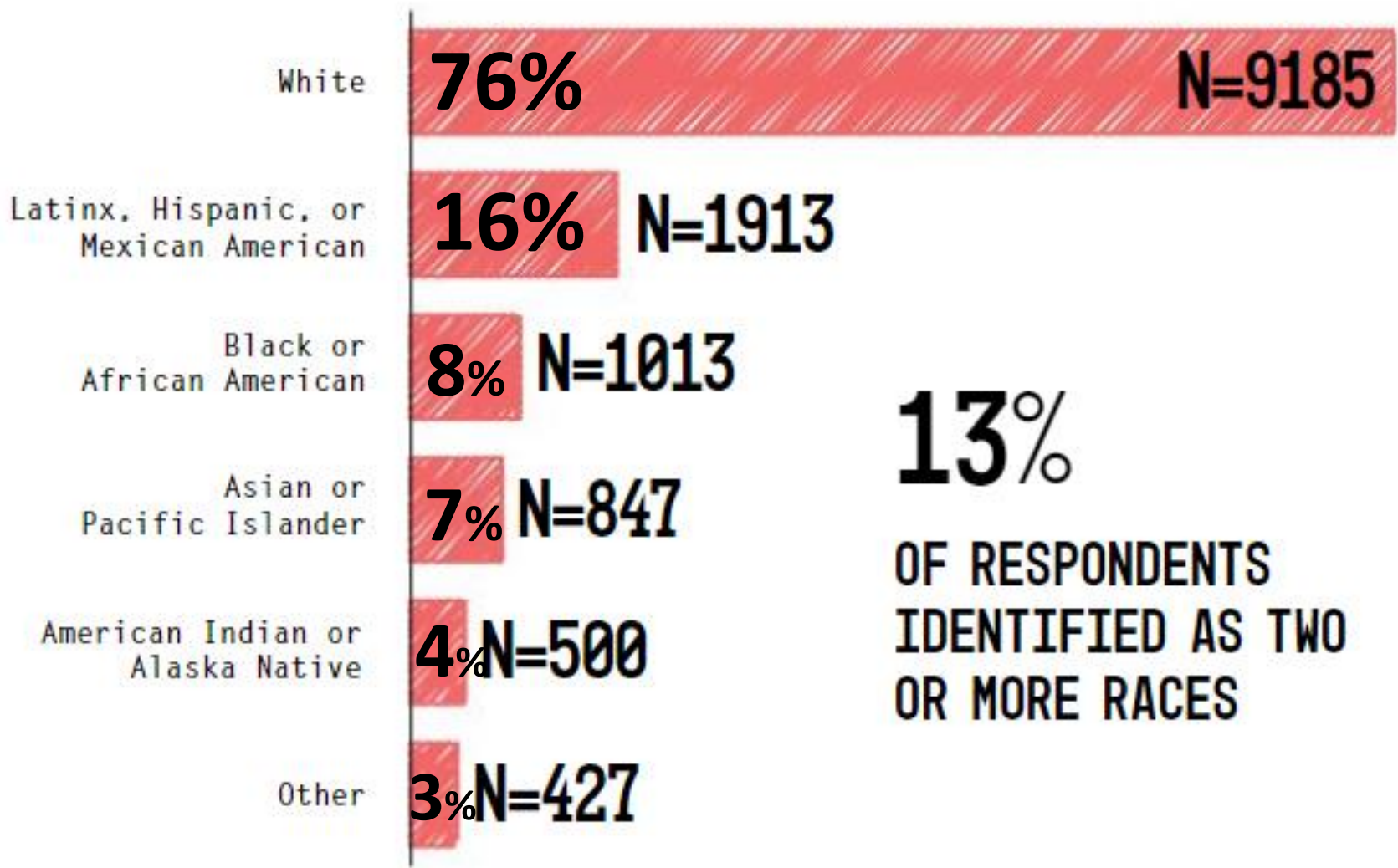
HRC Foundation and the University of Connecticut released the [largest-of-its-kind survey](#) ever of more than 12,000 LGBTQ teenagers across the nation, revealing in distressing detail the persistent challenges so many of them face going about their daily lives at home, at school and in their communities.

Sexual Orientation

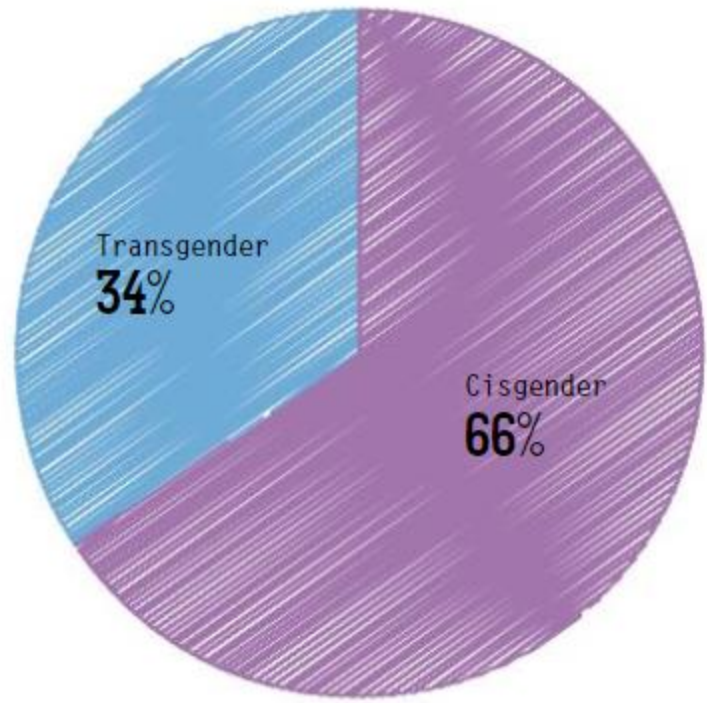


Who Responded?

Ethnoracial Category



Trans Status



13%
OF RESPONDENTS
IDENTIFIED AS TWO
OR MORE RACES

Percentages may add up to over 100 due to rounding.

The Burden of Rejection



73%

OF LGBTQ YOUTH HAVE EXPERIENCED VERBAL THREATS BECAUSE OF THEIR ACTUAL OR PERCEIVED LGBTQ IDENTITY²⁷



More than **78%** of LGBTQ students in California felt depressed or down in the past week²⁰

51%

OF TRANS YOUTH CAN NEVER USE THE RESTROOMS OR LOCKER ROOMS THAT MATCH THEIR GENDER IDENTITY³⁸

"My fear keeps me from seeing a counselor about things like my anxiety and depression. I don't know how they might react [to my LGBTQ identity], so I'd rather go online or talk to my other queer friends about it."

95%
OF LGBTQ YOUTH REPORT
**THEY HAVE TROUBLE GETTING
TO SLEEP AT NIGHT¹¹**



STRESS

85%

OF LGBTQ YOUTH RATE THEIR AVERAGE STRESS
LEVEL AS '5' OR HIGHER ON A 1-10 SCALE¹²

PERCENTAGE OF YOUTH WHO RATE THEIR AVERAGE STRESS LEVEL AS '5' OR HIGHER BY GENDER IDENTITY:



79%

CIS BOY



86%

CIS GIRL



90%

TRANS BOY



85%

TRANS GIRL



90%

NON-BINARY



91%

NON-CONFORMING



89%

DIFFERENT
IDENTITY

The Need for an Intersectional Approach



82%

LGBTQ youth of color in California have experienced racism and racial prejudice⁴⁵

60%

say their race(s)/ethnic group(s) are regarded negatively or very negatively in the United States⁴⁶

60%

think about racism often or every single day⁴⁷

"Being black already makes life hard. Adding being gay on top on that is extremely difficult."

ONLY

11%

OF LGBTQ YOUTH OF COLOR BELIEVE THEIR RACIAL/ETHNIC GROUP IS REGARDED POSITIVELY IN THE UNITED STATES³⁷



QUEER

L G B

Sexualities

T

Genders

GENDER DEFINITIONS



CISGENDER

Someone who identifies as the gender they were assigned at birth

Very important so we don't say "normal"



TRANSGENDER

Anyone who does not feel aligned with the gender assigned to them at birth

Transman = Identifies male

Transwoman = Identifies female



GENDER NON-CONFORMING (GNC), NON-BINARY, FLUID, GENDER DIVERSE...

Someone who does not identify with either male or female exclusively

These folks may or may not identify as transgender

2015 US Transgender study (USTS)

National Center for Transgender Equality
Anonymous online survey, about 28,000 respondents

K-12 SCHOOL

78%

Experienced some form
of mistreatment



COLLEGE

24%

Verbally, physically,
or sexually assaulted



WORK

77%

Took steps to avoid
mistreatment



POLICE

58%

Experiences
mistreatment based
on gender identity



K-12 SCHOOL

54% Verbally harassed
24% Physically assaulted
13% Sexually assaulted
31% Harassment by teachers and staff
17% (1/6) Left school as a result



IN THE PAST YEAR

30% Fired, denied promotion, mistreated at work
46% Verbally harassed
10% Sexually assaulted (47% lifetime)
12% Experiences homelessness (30% lifetime)
33% Negative health care experience

IN CALIFORNIA...

National Center for Transgender Equality USTS

K-12 SCHOOL

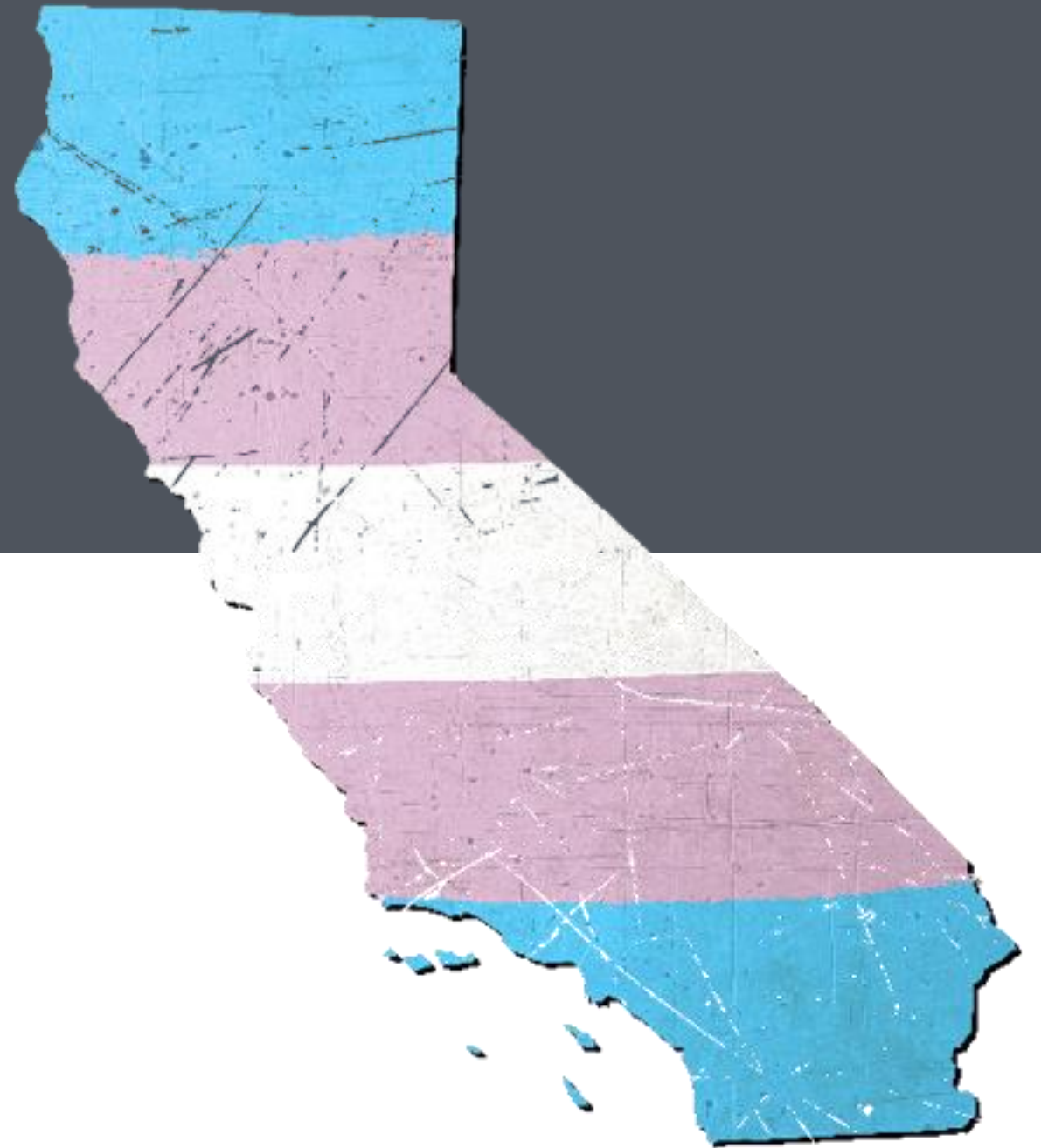
76%

Experienced some form
of mistreatment

COLLEGE

22%

Verbally, physically,
or sexually assaulted



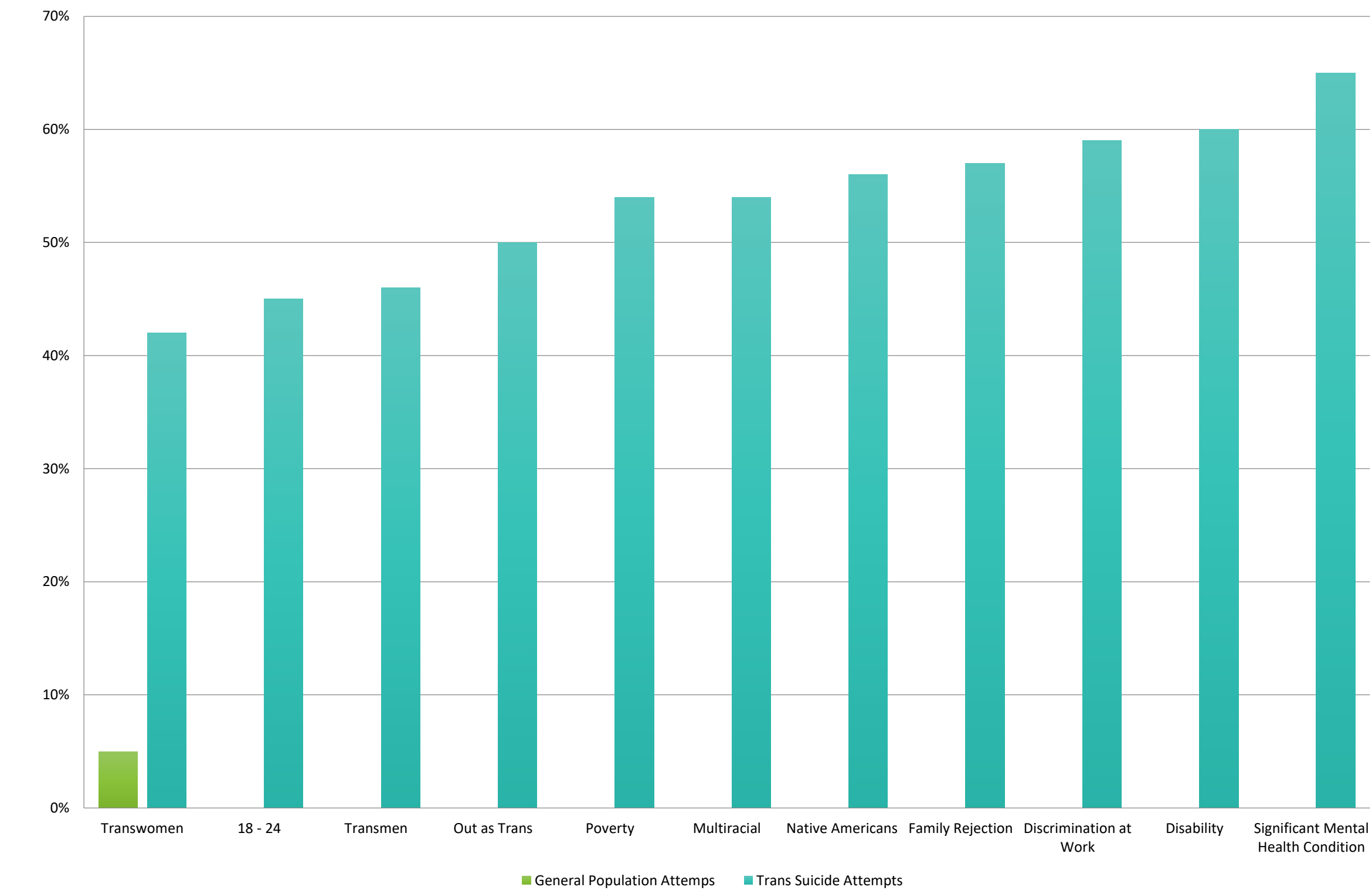
K-12 SCHOOL

56% Verbally harassed

26% Physically assaulted (1/4 students)

31% Harassment by teachers and staff

TRANS SUICIDE ATTEMPTS



Gender Expression and Detention

- 40% of homeless teens are LGBT
- 30% of Foster Care Youth are LGBT
- LGBT youth 3x more likely to be punished for same infraction as cis/het youth
- 20% detained youth identify as LGBT
- 50% CA girls incarcerated identify as LGBTQ+
- 92% of CA LGBT detained youth are people of color

	GC Girls	GNC Girls	GC Boys	GNC Boys
Home removal	20%	42%	9%	23%
Group/foster home	30%	47%	16%	34%
Homelessness	26%	41%	16%	43%
Running away (detention)	21%	33%	12%	22%
Truancy, warrants, VOP (detention)	NS	NS	NS	NS

Angela Irvine, 2010. 'We've Had Three of Them': Addressing the Invisibility of Lesbian, Gay, Bisexual and Gender Non-Conforming Youth in the Juvenile Justice System

LGBTQ Youth of Color in the Juvenile Justice System

National Center for Lesbian Rights

Shannan Wilber, Youth Policy Director, National Center for Lesbian Rights

Carolyn Reyes, Youth Policy Counsel, National Center for Lesbian Rights

DISCUSSION

You are walking by a group of students and hear language like “that’s so gay” and “Dude, he’s a total fag.”



What do you say in response?



What do you do?



Would your response be any different if you had heard a racial slur?

THE CULTURE OF GENDER



GENDER ≠ MALE AND FEMALE ONLY
GENDER IS EXPERIENCED IN MANY WAYS

GENDERING STARTS BEFORE BIRTH



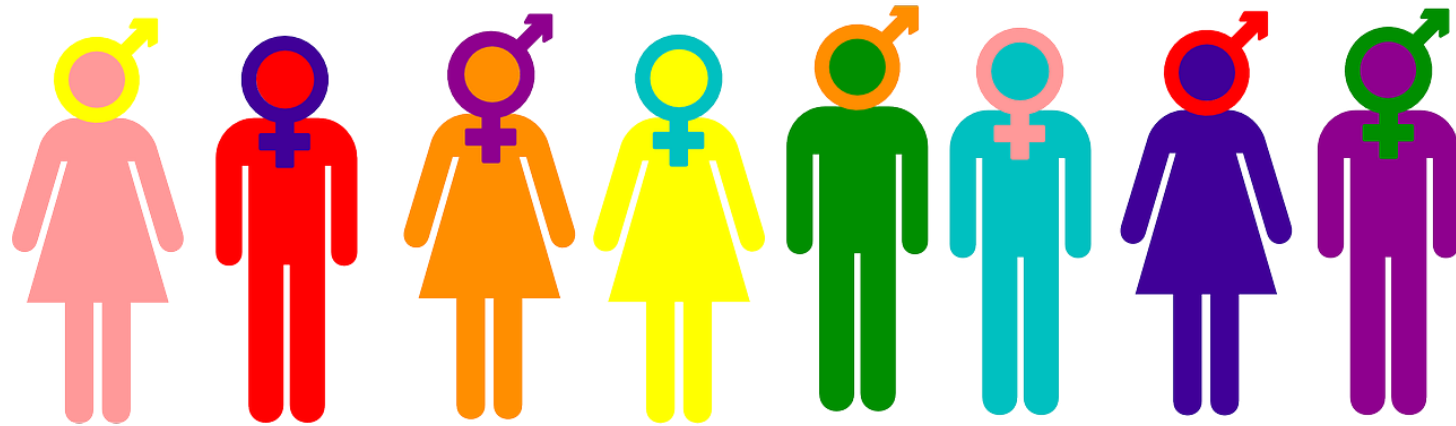
19



TOYS & KIDS PRODUCTS



GENDER DIVERSITY



GENDER NONCONFORMING

Someone who does not conform to traditional cultural and social notions of gender expectations



EXPERIMENTING WITH GENDER

People are encouraged to find their own unique relationship with gender and sexuality
Understanding that this relationship may change over time

GENDER DIVERSE

GENDER CREATIVE

GENDER EXPANSIVE

NON-BINARY

GENDER QUEER

GENDER FLUID

AGENDER

BIGENDER

Gender identity by age group

	18-34	35-51	52-71	72+
Cisgender	88%	94%	97%	97%
Agender	3%	>0.5%	>0.5%	1%
Gender fluid	3%	1%	-	-
Transgender	2%	1%	>0.5%	-
Unsure/ questioning	2%	3%	2%	2%
Bigender	1%	>0.5%	1%	-
Genderqueer	1%	1%	-	-

OTHER STUDIES SHOW...

27%

OF YOUTH IN CALIFORNIA ARE
IDENTIFIED AS TRANSGENDER OR
GENDER NON-CONFORMING

Williams Institute (2017). Bianca D.M. Wilson, Soon Kyu Choi, Jody L. Herman, et al.
Characteristics and Mental Health of Gender Nonconforming Adolescents in California.

MILLENNIALS 21-34 YEARS OLD

65% Exclusively Heterosexual

**43% Knew someone who went by
gender neutral pronouns**

**54% Always bought clothes
designed for their own gender**

**57% Support gender neutral
bathrooms**



GENERATION Z 13-20 YEARS OLD

48% Exclusively Heterosexual

**56% Knew someone who went by
gender neutral pronouns**

**44% Always bought clothes
designed for their own gender**

**70% Support gender neutral
bathrooms**

**J. Walter Thompson Innovation Group -
Study of Youth Attitudes toward gender (2015)**

PUBERTY BEGINS



AVALANCE OF GENDERING OFTEN STARTS TO CRASH

- Increase in hormones, bodies start to change
- Dramatic increase in **DYSPHORIA**



OFTEN RESULTS IN

- Social isolation, depression, anxiety, self harm, disassociation, over compensation in gender typical behavior, poor school performances, self harm, risk of suicide, and more



SOCIAL TRANSITION CAN BE LIFE SAVING

- **PARTIAL:** Clothing and hair
- **FULL:** Name and pronouns



GENDER DYSPHORIA



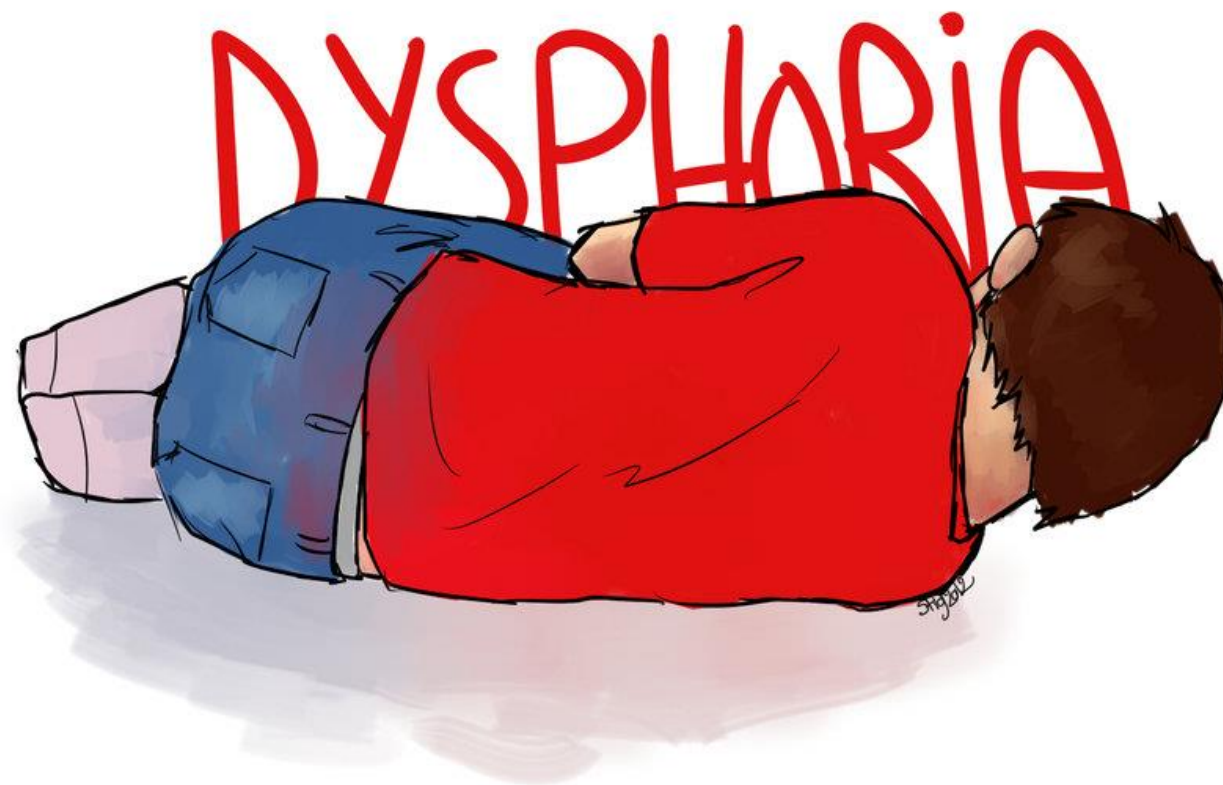
PHYSICAL DYSPHORIA

Feeling discomfort around one's assigned gender and physical body

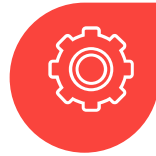


SOCIAL DYSPHORIA

Sense of dysphoria specifically linked to social situations. Typically caused by social assumptions relating to gender, such as pronoun use, assumption of social roles or body language



WHAT DYSPHORIA FEELS LIKE



"It feels like my body is squeezing itself. Whenever I feel it, I honestly want to tug out all my hair and just curl up in a ball"



"To me it feels a bit like wearing wet clothes. Just so wrong and uncomfortable. And I can't take them off."



"It feels like I'm being suffocated. I'm claustrophobic inside my own body. I can't get out of it I feel trapped and no matter how hard I try to fix it, it will never be the body I want it to be"



"It's like a tension that builds, like a thousand knives stabbing me, like a constant ache, like a bad dream I can't wake from, like tears behind my eyes I cant let myself cry..."



Dysphoria by wiltking-daphzce @ Deviant Art

CHILDREN & HORMONES



“BLOCKERS”

- 9 or 10 to about 16 years old
- Delays puberty while the child decides what they would like their gender expression and identification to be
- Prevention of unwanted secondary sex characteristics



BLOCKERS REMOVED AT ABOUT 16

- Either natural puberty starts on it's own –or –
- Cross sex hormones applied



PERSONAL IMPACT

- Not growing and changing as their peers do = ANXIETY
- Average puberty starts at 12 years old

MTF – FEMINIZING HORMONES



HORMONES

Estrogen - Self injections or pills
Anti-Androgen or Progestins



EFFECTS

Breast growth
Fat redistribution
Body hair reduction and thinning
Softer skin
Reduction of libido
Genital Changes
Decreased muscle mass
Possible infertility
Sexual side effects



FTM – TESTOSTERONE “T”



REVERSABLE EFFECTS

Increased libido

Redistribution of body fat

Stopping of ovulation and menstruation

Further increased body hair growth

Increased sweat and changes in body odor

Coarser skin

Acne



IRREVERSIBLE EFFECTS

Deepening of the voice

Growth of facial and body hair

Male pattern baldness (2-3 years)

Genital changes

Possible shrinking/softening of breast tissue

**MENOPAUSE + BOY PUBERTY
ALL AT ONCE**



HOW DOES THIS IMPACT OUR STUDENTS?



QUESTIONS

- Am I safe?
- Am I respected?
- Do I even belong in higher education?
- If I ask for help will anyone believe me or help?



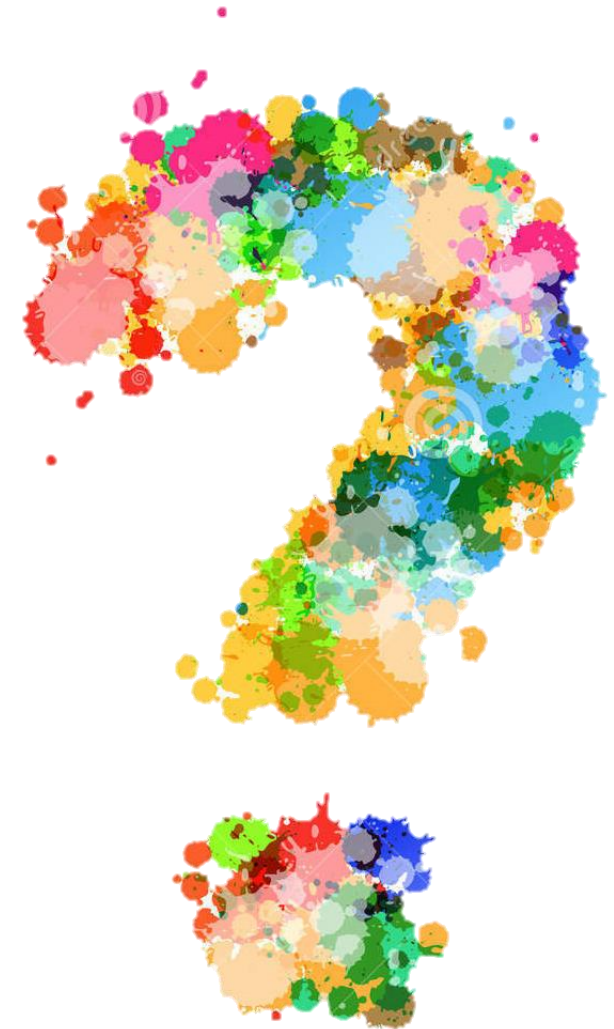
PERSONAL IMPACT

- Lowers self-worth
- Increase in depression
- Anxiety



IMPACTS ON EDUCATION

- Drop in attendance and school performance
- 17% (1/6 trans students) left school as a result of mistreatment
- Then nearly half of those experienced homelessness



WHAT TO REMEMBER

WHEN INTERACTING WITH TRANS STUDENTS



THEY MAY BE...

- Experiencing rejection from family or friends
- Feeling uncomfortable/unsafe in public places
- Experiencing changes or difficulties in their romantic relationship(s)
- Experiencing depression, anxiety, social anxiety, or fear of mistreatment, harassment, or violence

**THEY MAY BE WONDERING
IF THEY ARE SAFE WITH YOU**

WHAT YOUR SUPPORT CAN DO

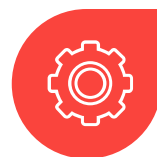


INCREASES RETENTION AND ACADEMIC SUCCESS OF STUDENTS WITH DIVERSE BACKGROUNDS

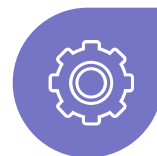
- Solidify the idea that they are valued here
- They have a place in education



FOSTER AN INCLUSIVE AND SAFE ENVIRONMENT



EXPOSE ALL MEMEBERS OF THE CAMPUS COMMUNITY TO NEW IDEAS AND DIFFERENT WORLD VIEWS



PROVIDES STUDENTS WITH SUPPORT FROM STAFF AND STUDENTS



Only
10%

of LGBTQ youth in
California say all of
their school staff
are supportive of
LGBTQ students³⁰

**“What makes me more
comfortable is if they have a
sticker or poster that shows
that they are supportive of
LGBTQ people.”**

– Calif. respondent

DO YOU NEED SUPPORT?

→ **ASK ME!** ←

I PROUDLY AFFIRM LGBTQ STUDENTS, STAFF AND FAMILIES.



Discuss with a neighbor:



Question:

Do you support LGBTQ students? List three ways that your students can easily identify you as an ally.

1.

2.

3.

A pink sticky note with two punch holes at the top and bottom, held together by a piece of twine. The text is handwritten in blue ink.

I wish people
knew that I'm
not "sick" because of
who I am

RESPECTFUL COMMUNICATION

GENDER PRONOUNS



PERSONAL PRONOUNS

- The pronoun a person uses to refer to themselves
Ex: he, she, or they
“They” is singular



ASKING = RESPECT

- Using the wrong pronouns can make someone feel disrespected, invalidated, dismissed, alienated, or dysphoric



WHAT IF I MAKE A MISTAKE?

- It's ok to make mistakes, just apologize and move on



hello
my name is

Gender Pronouns:

HOW TO RESPECT OTHERS' IDENTITIES

ASK



Ask the student how they identify & their pronouns

Don't assume

REFLECT



Respect their self-understanding

MIRROR



Mirror their language (terms, names, pronouns)

Ex: "Gay woman" vs. "Lesbian"

ACCEPT



Do not correct, argue, or debate their language

Continually refusing to use a student's asserted name and pronouns is considered harassment and a Title IX violation

HOW TO ASK



NAME

- *"I see here your name is listed as _____ is that what you'd like me to call you?"*
- *"Could I ask your name?"*
- *"What would you like me to call you?"*



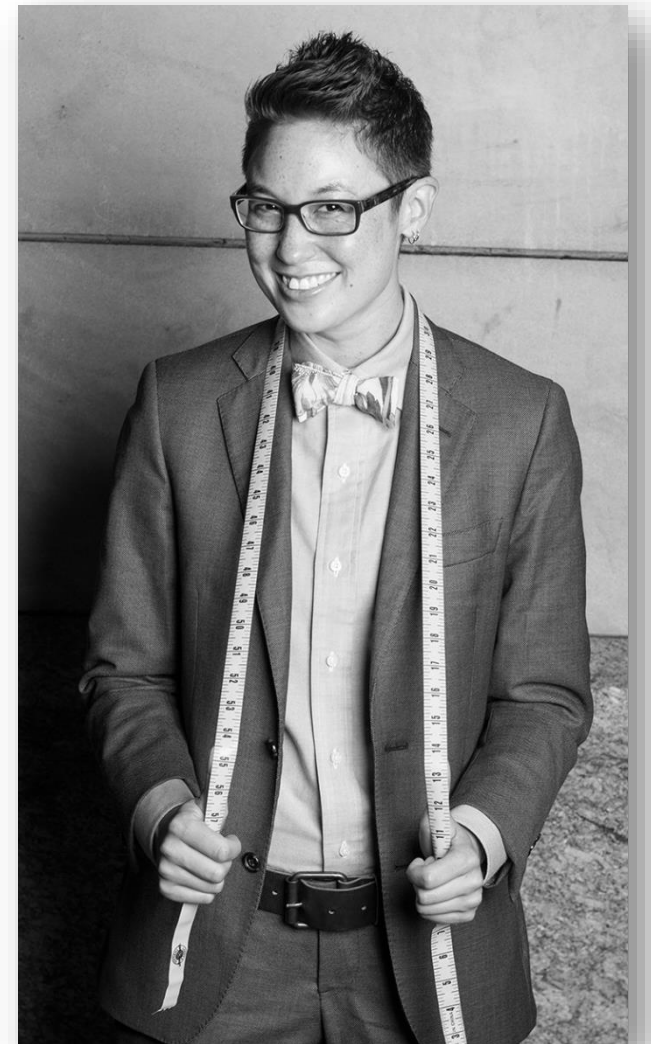
PERSONAL PRONOUNS

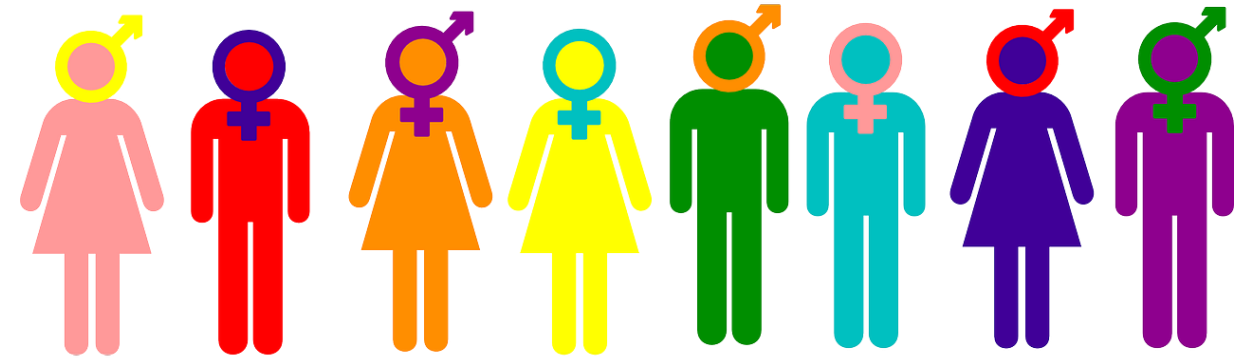
- *"Could I ask what personal pronouns you use?"*
- *"I use she/her pronouns, could I ask what pronouns you use?"*



GENDER

- *"I'd like to be respectful, how can I best refer to your gender?"*
- *"When it comes to gender, may I ask how you identify?"*





THEY PRONOUNS



WE ALREADY USE THE SINGULAR “THEY”

- When we don’t know the gender of the person

Ex: “Oh someone lost **their** money. I wonder how I can get it back to **them**”

Ex: Where was the package delivered? “**They** just left it out front”

Ex: “Why did you swerve the car?” “**They** cut me off!”



HOW TO USE “THEY” PRONOUNS

- Just substitute “they” for she/ he, and substitute “them” for her/ him

“Terry left **her** backpack in my office. I’ll set it aside for **her**, I bet **she** is looking everywhere”

“Terry left **his** backpack in my office. I’ll set it aside for **him**, I bet **he** is looking everywhere”

“Terry left **their** backpack in my office. I’ll set it aside for **them**, I bet **they** are looking everywhere”



WHAT IF I MAKE A MISTAKE?

- It’s ok to make mistakes, just apologize and move on

RESPECTFUL LANGUAGE

Don't Say	Instead Try
Transsexual, Transvestite, Tranny, Transgendered, "A trans"	Transgender or Trans
"Born in the wrong body"	Gender assigned at birth
"Born male" or "Used to be a boy" "Born female" "Used to be a girl"	Assigned male at birth Assigned female at birth
"Preferred Identity" "Preferred Pronouns"	Simply "identity" and "pronouns"
"Real Woman" or "Real Man"	Transwomen are real women Transmen are real men
"he-she", "she-male", "it"	Use their asserted pronouns, or "they" if not sure
"Sexual Reassignment Surgery" , "Sex Change Operation"	Gender Confirmation/Affirmation Surgery

WHEN A STUDENT COMES OUT TO YOU



WHAT TO CONSIDER

- This student may be worried about rejection or judgement
- They are choosing to trust you with this information
- It is an honor, treat it as such



HOW TO RESPOND

- *"Thank you for sharing this with me"*
- *"Would you like me to keep this just between us?"*
- *"I'm new to this, but I'd really like to help. What can I do?"*



WHAT NOT TO SAY

- Any questions about their body or sexuality
- Any sentence that starts with "But"
 - ex: *But you're such a pretty girl*
- *Yeah, I figured*
- *Wow, really?*



DISCUSS WITH A PARTNER

- ▶ **HOW ARE YOU BUILDING A FOUNDATION FOR TGNC YOUTH IN YOUR CLASSROOMS?**



CREATING AN INCLUSIVE ENVIRONMENT



GET TO KNOW EACH PERSON AS AN INDIVIDUAL

- Don't operate on assumptions or stereotypes
- Ask students what they need



COMMUNICATE RESPECT

- Use each student's asserted name and pronouns NOT what is on the official record
- Listen and validate the experiences of LGBTQ people
- Keep members' confidentiality
 - Their LGBTQ identity
 - What they share in the safe space



PROVIDE RESOURCES

- Keep a resource list
- For FC faculty, staff, programs, groups, clubs
- Locations of all-gender bathrooms
- In our local community



STUDENTS WHO USE ANOTHER NAME



WHAT TO ASK

- *Would you like me to add an alert in our system with that name?*
- *Would you also like to include your pronouns?*



ADD THE ALERT ON THE STUDENT FILE

Alert

Alert Type: Standard

Location: CO

Alert Information:
Location: CO
Created by: EPOLLARD
Created on: 7/3/2018

Alert:
Preferred Name: "Kelly"

Add Delete OK Cancel

BE A VISIBLE ALLY



EMAIL SIGNATURE

- Include your gender pronouns
- Declare your ally status
 - "AB 540 Ally | LGBTQ+ Ally | VetNet Ally | FYSI Ally"



WHAT YOU WEAR

- Wear a pin, bracelet or ribbon



DECLARE SAFE SPACES

- Your class syllabus
- Your office / department
- Your website and promotional material



USE INCLUSIVE/NEUTRAL LANGUAGE AND EXAMPLES

- "Boyfriend" or "girlfriend" -> "relationship" or "partner"
- Use LGBT examples, not just straight and cisgender ones



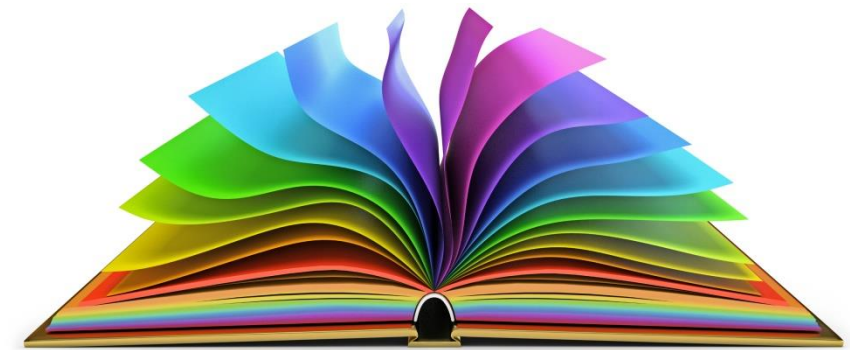
TAKE ACTION WHEN YOU WITNESS INJUSTICE

CREATING GENDER SUPPORTIVE CLASSROOMS



NAMES AND PRONOUNS

- Ask about student names and pronouns
- Classroom policy: We honor names and pronouns
- Include your pronouns when you introduce yourself
- Use inclusive examples in your lecture/discussions/activities



Counseling 6
Spring 2008 – Prof. Erin Pollard

My Official Name on School Records: _____

What I'd like to be called: _____

My personal pronouns are: _____

What I'd like my teacher to know: _____

RESOURCES AT Fullerton College



Queer People of Color (QPOC) Club

- Advisor: Arnetta Smith— ASmith@fullcoll.edu



Gay and Lesbian Association of District Employees (GLADE) Scholarship

- Vincent White— vwhite@fullcoll.edu
- (714) 732-5528



LGBTQ Annual Forum Information

- Cadena Cultural Center, Room 212
- (714) 992-7086



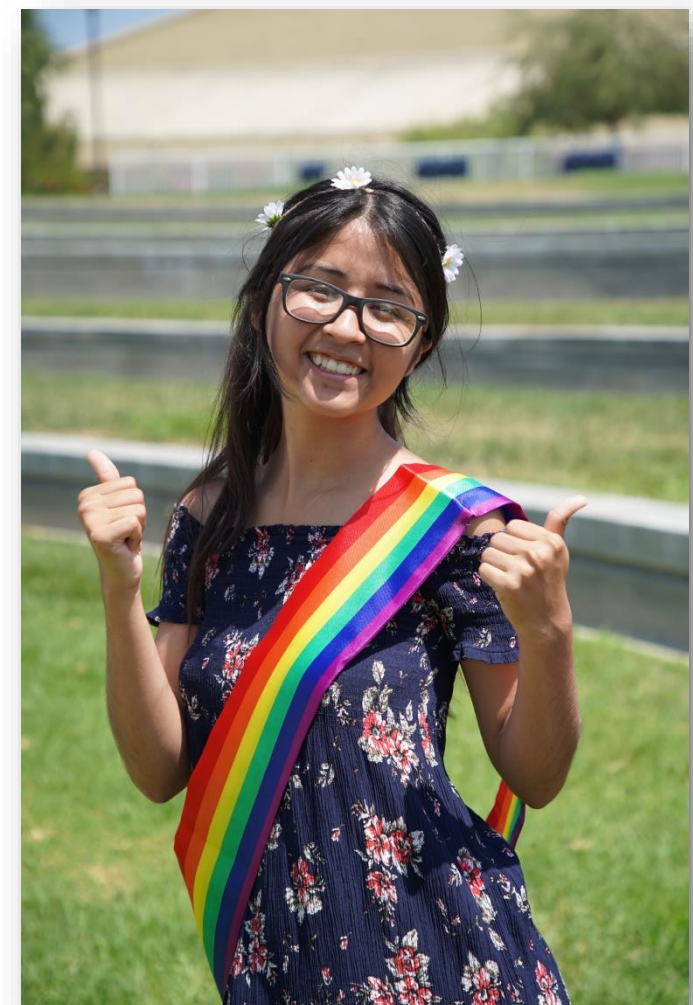
FC Student Health Services

- Room: 1204
- (714) 992-7093



FC LGBT Resources

- <https://health.fullcoll.edu/resources/lgbt>



RESOURCES IN OUR COMMUNITY



LGBTQ CENTER

- Counseling, Social, Advocacy, and more



PFLAG

- Support for parents, friends, and LGBTQ people



OC ACCEPT

- Mental Health & Medical Treatment Including Hormone
- No insurance needed, no cost to client



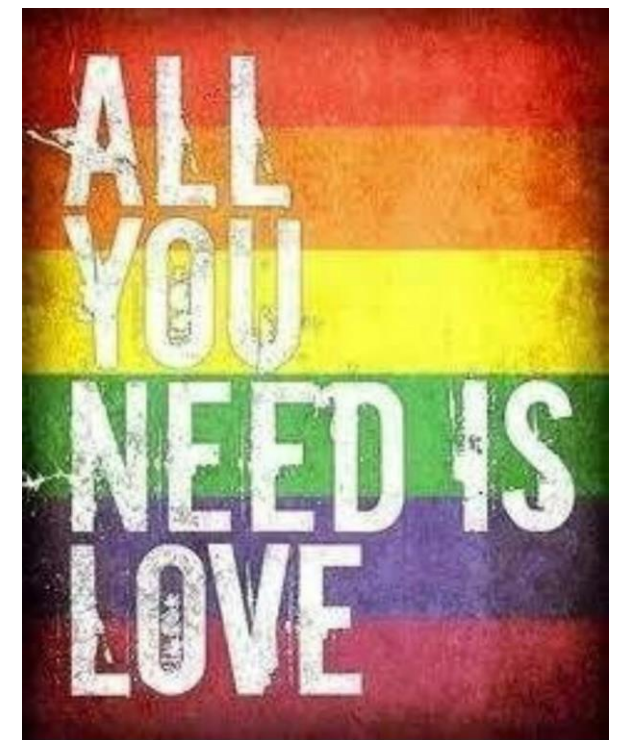
TREVOR LIFELINE

- (866) 488-7386, www.TheTrevorProject.org



GLBT NATIONAL HELP CENTER

- www.GLBTHelpCenter.org



Discussion

**A student waits for you after class on the first day and shares with you that they are trans.
What do you do?**



What do you say in response?

Thank you for sharing that with me / letting me know.

Would you like me to keep this just between us?

Are you comfortable with the name and pronouns we've been using so far?



What do you do?

Keep the information private unless the student tells you otherwise

Ask if they want to connect with the club

Share about the Pride Scholars Program (Counseling, Equity, EOPS)

INCLUSIVE SCHOOLS RESOURCES

GenderSpectrum.org

- Gender Inclusive Schools Framework [\(Link\)](#)
- Transgender Students and School Bathrooms Frequently Asked Questions [\(Link\)](#)
- Many more resources including Safe Schools Toolkit and Schools in Transition [\(Link\)](#)

GLSEN.org

- Safe Space Kit [\(Link\)](#)

Human Rights Campaign

- Developing a Gender Inclusive Schools [\(Link\)](#)
- WelcomingSchools.org

SOGIE Affirming Schools Project, LAUSD [\(Link\)](#)

TheSafeZoneProject.com

- Lots of free downloads of graphics, ideas, and safe space training curriculum [\(Link\)](#)

Transgender Schools Educational Resources (TSER)

- Transstudent.org [\(Link\)](#)





PRESENTATION RESOURCES

- **This presentation is revised and updated from a safe space training created by Erin Pollard**
- Grant J, Mottet LA, Tanis J, et al. *Injustice at Every Turn: A Report of the National Transgender Discrimination Survey*. Washington: National Center for Transgender Equality and National Gay and Lesbian Task Force, 2011. Available at: www.thetaskforce.org/downloads/reports/reports/ntds_full.pdf
- Haas, A, Rodgers, P, and Herman, J. *Suicide attempts among transgender and gender non-conforming adults: findings of the National Transgender Discrimination Survey*. UCLA, Williams Institute and American Foundation for Suicide Prevention, Los Angeles; 2014. Available at: <http://williamsinstitute.law.ucla.edu/wp-content/uploads/AFSP-Williams-Suicide-Report-Final.pdf>
- James, S. E., Herman, J. L., Rankin, S., Keisling, M., Mottet, L., & Anafi, M. (2016). *The Report of the 2015 U.S. Transgender Survey*. Washington, DC: National Center for Transgender Equality.
- National LGBT Health Education Center, *Affirmative Care for Transgender and Gender Non-Conforming People: Best Practices for Front-line Health Care Staff* by Available at: http://www.lgbthealtheducation.org/wp-content/uploads/13-017_TransBestPracticesforFrontlineStaff_v6_02-19-13_FINAL.pdf
- Pompei, Vinnie, Ed.D. *HRCF California LGBTQ Youth Report*. Human Rights Campaign Foundation <https://assets2.hrc.org/files/assets/resources/YouthReport-California-Final.pdf>
- Wilde, Rex. *Preparing Trans Students for the Workplace*. TransCanWork (2019)
- Wilson, Bianca D.M. et al. *Characteristics and Mental Health of the Gender Nonconforming Adolescents in California*. UCLA, Williams Institute, Los Angeles; 2017. Available at: <http://healthpolicy.ucla.edu/publications/Documents/PDF/2017/gncadolescents-factsheet-dec2017.pdf>
- World Professional Association for Transgender Health. *Standards of care for the health of transsexual, transgender, and gender nonconforming people*. 7th edn. WPATH, Minneapolis; 2012
- Youth Risk Behavior Survey Data Summary & Trends Report 2007-2017 ([Link](#))
- 2018 LGBTQ Youth Report by Human Rights Campaign ([Link](#))

Resources

- Human Rights Campaign
www.HRC.org/Youth
- Welcoming Schools
www.WelcomingSchools.org
- Time to THRIVE Conference
www.TimeToTHRIVE.org
- Equality California www.EQCA.org
- PFLAG www.PFLAG.org
- The Trevor Project
www.TheTrevorProject.org
- National Center for Transgender Equality
www.TransEquality.org
- GSA Network www.GSAnetwork.org
- GLSEN www.GLSEN.org
- Gender Spectrum www.GenderSpectrum.org
- Campus Pride www.CampusPride.org
- Litigation Resources
- ACLU of California www.ACLUCA.org
- Transgender Law Center
www.TransgenderLawCenter.org
- Lambda Legal www.LambdaLegal.org
- National Center for Lesbian Rights
www.NCLRights.org
- Southern Poverty Law Center
www.SPLCenter.org

**TIME = TO
THRIVE**

PROMOTING SAFETY, INCLUSION AND WELL-BEING FOR LGBTQ YOUTH...EVERYWHERE!



Thank You!

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