

# *COMPENDIUM OF RESOURCES*



**EQUALITY**  
FLORIDA

*We have compiled the best and most up-to-date best practices, research, and guidance concerning Lesbian, Gay, Bisexual, Transgender, and Questioning youth. We hope this Compendium will guide you in your efforts to advocate for LGBTQ youth.*

## LEGAL GUIDANCE

### **"Title IX Resource Guide" United States Department of Education.**

<https://www2.ed.gov/about/offices/list/ocr/docs/dcl-title-ix-coordinators-guide-201504.pdf>

*This document provides a broad overview of the impact and implications of Title IX.*

### **"Equal Access Act" Education Law.**

<http://usedulaw.com/278-equalaccess-act-eaa.html>

*This webpage provides an overview of the Equal Access Act, which requires that all school-based organizations, including Gay-Straight Alliances, be treated equally.*

### **Hidden Injustice: Lesbian, Gay, Bisexual, and Transgender Youth in Juvenile Courts. Majd, Katayoon, Marksamer, Jody, Reyes, Carolyn.**

[https://www.eqfl.org/sites/default/files/inline-images/hidden\\_injustice%20\(1\).pdf](https://www.eqfl.org/sites/default/files/inline-images/hidden_injustice%20(1).pdf)

*Hidden Injustice represents the first effort to examine the experiences of LGBT youth in juvenile courts across the country.*

### **Transgender Law Center**

<https://transgenderlawcenter.org/>

Transgender Law Center (TLC) is the largest national trans-led organization advocating self-determination for all people.

### **"Transgender Rights" Lambda Legal**

<https://www.lambdalegal.org/issues/transgender-rights>

Resource covering know your rights, professional organizations in support of transgender inclusive health care, transgender college students, immigration, legal document changes, transgender incarcerated people.

### **National Center for Transgender Equality**

<https://transequality.org/>

The National Center for Transgender Equality advocates to change policies and society to increase understanding and acceptance of transgender people.

### **Know Your Rights! A Guide for LGBT High School Students. ACLU.**

[https://www.eqfl.org/sites/default/files/kyr\\_at\\_school\\_handout\\_11.24.14\\_0.pdf](https://www.eqfl.org/sites/default/files/kyr_at_school_handout_11.24.14_0.pdf)

Handout for LGBT high school students to inform them of their legal rights.

### **National Center for Lesbian Rights**

<http://www.nclrights.org/>

The National Center for Lesbian Rights (NCLR) was the first national LGBTQ legal organization founded by women and brings a fierce, longstanding commitment to racial and economic justice and our community's most vulnerable.

### **"Lesbian, Gay, Bisexual and Transgender Youth in the Juvenile Justice System." Wilber, Shannan.**

<http://www.nclrights.org/legal-help-resources/resource/lesbian-gay-bisexual-and-transgender-youth-in-the-juvenile-justice-system/>

This comprehensive practice guide, written by NCLR Youth Project Director Shannan Wilber for the Annie E. Casey Foundation, provides juvenile justice agencies the tools to meet their obligation to ensure the safety and well-being of LGBT youth in their care.

### **The Williams Institute (UCLA)**

<https://williamsinstitute.law.ucla.edu/>

The Williams Institute is dedicated to conducting rigorous, independent research on sexual orientation and gender identity law and public policy. A think tank at UCLA Law, the Williams Institute produces high-quality research with real-world relevance and disseminates it to judges, legislators, policymakers, media and the public.

### **Legal. Gender Spectrum.**

<https://www.genderspectrum.org/resources/legal-2/#more-412>

*"By learning more about the legal ramifications and expectations of Gender identity, you will be better equipped to serve Gender-expansive youth."*

## ADVERSE CHILDHOOD EXPERIENCES

### **Adverse Childhood Experiences (ACEs). Centers for Disease Control and Prevention.**

<https://www.cdc.gov/violenceprevention/childabuseandneglect/acestudy/index.html>

*This CDC break down of ACEs goes through a general overview, history of the introductory ACEs study, and has a sample of pertinent journal articles*

### **Adverse Childhood Experiences. Child Trends.**

<https://www.childtrends.org/indicators/adverse-experiences>

*This website explores data from the National Survey of Children's Health (2011-2016), and emphasizes the impact of minority stress combined with ACEs.*

### **Adverse Childhood Experiences: Looking at How ACEs Affect Our Lives & Society. VetoViolence.**

[https://vetoviolenace.cdc.gov/apps/phl/resource\\_center\\_infographic.html](https://vetoviolenace.cdc.gov/apps/phl/resource_center_infographic.html)

*This infographic visualizes the ACEs study and explains the impact of ACEs in our individual lives and society.*

## STATISTICS AND SURVEYS

**"America's Growing Support for Transgender Rights" Jones, Robert P., Jackson, Natalie, Nalje, Maxine, Bola, Oyindamola, and Daniel Greenberg. Public Religion Research Institute.**

<https://www.prrl.org/research/americas-growing-support-for-transgender-rights/>

PRRI's mission is to help journalists, scholars, pundits, thought leaders, clergy, and the general public better understand debates on public policy issues, and the important cultural and religious dynamics shaping American society and politics.

**"2018 LGBTQ Youth Report" Human Rights Campaign.**

<https://www.hrc.org/resources/2018-lgbtq-youth-report>

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.

**Lesbian, Gay, and Bisexual (LGB) Public High School Students 2017 Youth Risk Behavior Survey Florida**

<https://www.eqfl.org/sites/default/files/DŌE-LGB%20flyer.pdf>

Infographic displaying the findings of the 2017 YRBS among Florida LGB students.

**Growing Up LGBT in America: HRC Youth Survey Report Key Findings. Human Rights Campaign.**

[https://www.eqfl.org/sites/default/files/inline-images/Growing-Up-LGBT-in-America\\_Report.pdf](https://www.eqfl.org/sites/default/files/inline-images/Growing-Up-LGBT-in-America_Report.pdf)

This groundbreaking research among more than 10,000 LGBT-identified youth ages 13-17 provides a stark picture of the difficulties they face.

**"Black & African American LGBTQ Youth Report" HRC**

<https://www.hrc.org/resources/black-and-african-american-lgbtq-youth-report>

The report analyzes responses from nearly 1,700 young people, ranging in age from 13 to 17, who participated in HRC's online 2017 LGBTQ Teen Survey.

## BEST PRACTICES

**"Model Policies to Fight Criminalization" Dignity in Schools.**

<https://dignityinschools.org/resources/model-policies-to-fight-criminalization/>

These resources provide recommendations for schools, districts, states and federal policy-makers to end the regular presence of law enforcement in schools and end the criminalization of students.

**Safe Zone Project**

<https://thesafezoneproject.com/>

The Safe Zone Project is a free online resource for powerful, effective LGBTQ awareness and ally training workshops.

<https://thesafezoneproject.com/curriculum/>

Free, two hour curriculum to introduce core concepts of marginalized genders and sexualities.

**Movement Advancement Project**

Where We Call Home: LGBT People in Rural America

<http://www.lgbtmap.org/file/lgbt-rural-report.pdf>

Overall, the report illustrates the importance of examining the impact of place of residence on LGBT people's (and indeed many communities') experiences throughout America, and shows the critical need for advancing federal and state nondiscrimination protections and LGBT-inclusive community services in rural America, where so many LGBT people call home.

## HOUSELESS YOUTH

**Seeking Shelter: The Experiences and Unmet Needs of LGBT Homeless Youth. Center for American Progress.**

<https://www.americanprogress.org/wp-content/uploads/2013/09/LGBTHomelessYouth.pdf>

In this report, we once again explore who LGBT homeless youth are, how they become homeless, how their needs are being addressed, and what the federal government can do to eliminate homelessness among LGBT youth.

**Homeless Youth Fact Sheet. National Alliance to End Homelessness.**

<http://www.safeschoolscoalition.org/LGBTQhomelessFactSheetbyNAEH.pdf>

**The Cost of Coming Out: LGBT Youth Homelessness. Lesley University.**

<https://lesley.edu/article/the-cost-of-coming-out-lgbt-youth-homelessness>

Human services professionals should have a clear understanding of the unique needs, risk factors, and challenges facing LGBT homeless youth. This document synthesizes this information.

**National Recommended Best Practices for Serving LGBT Homeless Youth. Lambda Legal.**

<https://www.lambdalegal.org/publications/national-recommended-best-practices-for-lgbt-homeless-youth>

This is a policy brief that provides a brief overview of homelessness among LGBT youth and makes recommendations that provide direction to agencies and not-for-profit organizations to increase their competency in working with LGBT homeless youth.

**At the Intersections: A Collaborative Resource on LGBTQ Youth Homelessness. True Colors.**

<https://truecolorsunited.org/portfolio/at-the-intersections/>

This second edition of At the Intersections reveals what has changed in the past three years regarding our understanding of LGBTQ youth homelessness.

## TRANSGENDER, NONBINARY, AND GENDER NONCONFORMING RESOURCES

**National Transgender and Gender Non-Binary Resources. Equality Florida.**

<https://www.eqfl.org/sites/default/files/inline-images/Transgender%20Resources.pdf>

**Transgender Resource Guide. Equality Florida - TransAction Florida.**

[https://www.eqfl.org/sites/default/files/inline-images/TransGuide\\_071517\\_0.pdf](https://www.eqfl.org/sites/default/files/inline-images/TransGuide_071517_0.pdf)

**World Professional Association for Transgender Health**

<https://www.wpath.org>

The World Professional Association for Transgender Health, is a 501(c)(3) non-profit, interdisciplinary professional and educational organization devoted to transgender health.

Standards of Care: <https://www.wpath.org/publications/soc>

**Trans Student Educational Resources.**

<http://www.transstudent.org/what-we-do/graphics/>

TSER's trans-related infographic series.

## SCHOOL DISTRICT GUIDANCE

**"Shared Differences" GLSEN**

<https://www.glsen.org/sites/default/files/Shared%20Differences.pdf>

This report documents the experiences of over 2,000 lesbian, gay, bisexual, transgender and queer (LGBTQ) middle and high school students of color who were African American or Black, Latino/a, Asian or Pacific Islander, Native American, and multiracial, using data from the 2007 installment of GLSEN's biennial survey of LGBTQ students, the National School Climate Survey, along with results from in-depth individual and group interviews.

**"GLSEN Safe Space Kit" GLSEN**

<https://www.glsen.org/safespace>

Designed to help you create a safe space for LGBTQ youth in schools, the Safe Space Kit is GLSEN's Guide to Being an Ally to LGBTQ Students.

**"A Transgender Advocate's Guide to Updating and Amending School Records" Lambda Legal.**

[https://www.lambdalegal.org/publications/fs\\_2014\\_ferpa-faq](https://www.lambdalegal.org/publications/fs_2014_ferpa-faq)

Under FERPA, students, current or former, have a right to seek to amend their school records if said records are "inaccurate, misleading, or in violation of the student's rights of privacy." (34 C.F.R. § 99.7(a)(2)(ii)). Transgender students wishing to change their name and gender marker on their educational records can seek such an amendment under this federal law.

**Headspace**

<https://headspace.org.au/>

Headspace is an Australia-based youth advocacy organization, with over 100 centers across Australia, and headspace in schools provides targeted mental health guidance for educators and education professionals.

**Best Practices: District Implementation. Equality Florida.**

<https://www.eqfl.org/sites/default/files/Updated%20Best%20Practices.pdf>

A resource that goes over specific best practices examples for school districts.

**Safe Schools Equality Index. Equality Florida.**

<https://www.eqfl.org/sites/default/files/Safe%20Schools/Safe%20Schools%20Equality%20Index.pdf>

This document is a contemporary, essential and comprehensive tool designed to assist Florida's Department of Education, District Superintendents, School Board Members, PTA Leaders, District staff and partnering youth centered organizations to meet the rising needs of lesbian, gay, bisexual, transgender, gender non-binary and questioning students in our K-12 schools.

**The 2015 National School Climate Survey. GLSEN.**

[https://www.eqfl.org/sites/default/files/inline-images/2015%20National%20GLSEN%202015%20National%20School%20Climate%20Survey%20\(NSCS\)%20-%20Full%20Report\\_0%20\(1\).pdf](https://www.eqfl.org/sites/default/files/inline-images/2015%20National%20GLSEN%202015%20National%20School%20Climate%20Survey%20(NSCS)%20-%20Full%20Report_0%20(1).pdf)

This survey details the impact of school environments on LGBTQ youth across the United States.

**Educational Exclusion: Drop Out, Push Out, and the School-to-Prison Pipeline among LGBTQ Youth. GLSEN.**

[https://www.eqfl.org/sites/default/files/inline-images/Educational%20Exclusion\\_Report\\_6-28-16\\_v4\\_WEB\\_READY\\_PDF%20\(1\)\\_0.pdf](https://www.eqfl.org/sites/default/files/inline-images/Educational%20Exclusion_Report_6-28-16_v4_WEB_READY_PDF%20(1)_0.pdf)

This report expands on the current body of literature by examining potential pathways that push youth out of school and potentially into the criminal justice system in a national sample of LGBTQ middle and high school students.

**A Model Code on Education and Dignity: Presenting a Human Rights Framework for Schools. Dignity in Schools.**

[https://www.eqfl.org/sites/default/files/inline-images/Model\\_Code.pdf](https://www.eqfl.org/sites/default/files/inline-images/Model_Code.pdf)

This Model Code articulates a vision for all community stakeholders based on the best practices, research and personal experiences of students, parents and educators from around the country. It is also built around on a human rights framework for schools which recognizes that the goal of education must be to support all children and young people in reaching their full potential.

**National Association of Social Workers**

<https://www.socialworkers.org/Practice/LGBT>

This page provides tools, information, and resources to enhance social workers' capacity to support LGBT persons across the lifespan.

## SCHOOL DISTRICT GUIDANCE

### **What Do You Say to 'That's so Gay' & Other Anti-LGBTQ Comments? National Education Association, Human Rights Campaign.**

[https://www.eqfl.org/sites/default/files/inline-images/NEA\\_HRCF\\_Stop\\_Anti\\_Gay\\_and\\_LGBTQ\\_Comments.pdf](https://www.eqfl.org/sites/default/files/inline-images/NEA_HRCF_Stop_Anti_Gay_and_LGBTQ_Comments.pdf)

It doesn't matter if it is a first grader who might not know what the word "gay" means, a sixth grader trying to sound cool, or a tenth grader "teasing" a friend. All of these scenarios have the potential of creating an unsafe classroom or school environment and must be addressed. So, what can caring adults do?

### **Guiding Principles: A Resource Guide for Improving School Climate and Discipline. United States Department of Education.**

[https://www.eqfl.org/sites/default/files/inline-images/Restorative%20Justice-Guiding%20Principles\\_0.pdf](https://www.eqfl.org/sites/default/files/inline-images/Restorative%20Justice-Guiding%20Principles_0.pdf)

Developing positive school climates and improving school discipline policies and practices are critical steps to raising academic achievement and supporting student success. However, there is no single formula for doing so. Rather, the growing body of research and best practices in the field should inform locally developed approaches to improving school climate and discipline policies and practices.

### **Schools in Transition: A Guide for Supporting Transgender Students in K-12 Schools. National Center for Lesbian Rights, Gender Spectrum, Human Rights Campaign, ACLU.**

<https://www.eqfl.org/sites/default/files/inline-images/Schools-in-Transition-2015.pdf>

This guide highlights best practices while offering strategies for building upon and aligning them with each school's culture.

### **Health Risk Behaviors Among Gender Expansive Students: Making the Case for Including a Measure of Gender Expression in Population-Based Surveys. Advocates for Youth.**

<https://www.eqfl.org/sites/default/files/inline-images/YRBSS.Advocatesforyouth.pdf>

This report demonstrates the value of including a measure of gender expression and analyzes how gender nonconformity interacts with the critical health risk behaviors measured in the YRBSS.

### **School Counselor LGBTQ Competency Resources. Equality Florida.**

<https://www.eqfl.org/sites/default/files/inline-images/Updated%20School%20Counselor%20Resources.pdf>

This is a list of resources and best practices for School Counselors serving LGBTQ students.

### **School Psychologist LGBTQ Competency Resources. Equality Florida.**

<https://www.eqfl.org/sites/default/files/inline-images/Updated%20School%20Psychologist%20Resources.pdf>

This is a list of resources and best practices for School Psychologists serving LGBTQ students.

### **School Social Worker LGBTQ Competency Resources. Equality Florida.**

<https://www.eqfl.org/sites/default/files/inline-images/Updated%20Social%20Workers%20Resources.pdf>

This is a list of resources and best practices for School Social Workers serving LGBTQ students.

### **Lesbian, Gay, Bisexual, Transgender & Questioning Critical Support Guide. Broward County Public Schools.**

[https://www.eqfl.org/sites/default/files/inline-images/LGBTQ-Critical-Support-Guide-2016-1-3%20copy\\_0.pdf](https://www.eqfl.org/sites/default/files/inline-images/LGBTQ-Critical-Support-Guide-2016-1-3%20copy_0.pdf)

This is an example of an LGBTQ critical support guide, a guide that is encouraged for all school districts to create.

### **Policy Guidance: Transgender Procedures, Safety, and Resiliency. Broward County Public Schools.**

<https://www.eqfl.org/sites/default/files/inline-images/Transgender-Procedures-Safety-and-Resiliency%20copy.pdf>

Policy guidance created in Broward County Public Schools for best practices for transgender students.

### **Gender Inclusive Schools Toolkit. Gender Spectrum.**

<https://www.eqfl.org/sites/default/files/inline-images/Gender%20Inclusive%20Schools%20Toolkit.pdf>

These materials are designed to set a tone that demonstrates your commitment to making sure every student's gender is recognized and accepted.

### **Education. Gender Spectrum.**

<https://www.genderspectrum.org/resources/education-2/#more-424>

Gender inclusive schools and classrooms welcoming all children and teens are within any school community's reach with our education focused resources.

### **Promoting Resiliency for Gender Diverse and Sexual Minority Students in Schools. American Psychological Association.**

<https://www.apa.org/pi/lgbt/programs/safe-supportive/lgbt/resilience>

This series, "Promoting Resiliency for Gender Diverse and Sexual Minority Students in Schools," sets out best practices for educators, school counselors, administrators and personnel, based on the latest research on the needs of lesbian, gay, bisexual, transgender, queer, gender diverse, questioning and intersex students.

### **Transgender Students in Schools. National School Boards Association.**

[https://cdn-files.nsba.org/s3fs-public/reports/Transgender\\_Guide\\_101217\\_V11.pdf?qkRqeN\\_CKoKzjsOpzKQ62VT98vfhzgkv](https://cdn-files.nsba.org/s3fs-public/reports/Transgender_Guide_101217_V11.pdf?qkRqeN_CKoKzjsOpzKQ62VT98vfhzgkv)

We urge school boards and their communities to use this guide as a balanced, objective resource to illuminate your conversations on this topic, and to support the mission of public schools to educate our nation's children in safe learning environments.

### **"Promoting Resiliency for Gender Diverse and Sexual Minority Students in Schools" The American Psychological Association.**

<https://www.apa.org/pi/lgbt/programs/safe-supportive/lgbt/resilience>

This series, "Promoting Resiliency for Gender Diverse and Sexual Minority Students in Schools," sets out best practices for educators, school counselors, administrators and personnel, based on the latest research on the needs of lesbian, gay, bisexual, transgender, queer, gender diverse, questioning and intersex students.

## MENTAL HEALTH

### **Considerations When Providing Mental Health First Aid to an LGBTQ+ Person. Mental Health First Aid.**

<https://www.eqfl.org/sites/default/files/MHFA.LGBTQ.pdf>

### **2019 Survey on LGBTQ Youth Mental Health. The Trevor Project.**

<https://www.thetrevorproject.org/wp-content/uploads/2019/06/The-Trevor-Project-National-Survey-Results-2019.pdf>

### **"LGBT Mental Health Syllabus" LGBT Issues Committee of the Group for the Advancement of Psychiatry.**

<http://www.aglp.org/gap/>

This website was created by the LGBT Issues Committee of the Group for the Advancement of Psychiatry (GAP) to teach psychiatry residents about caring for lesbian, gay, bisexual, transgender, and intersex patients.

### **National Association of School Psychologists**

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity/lgbtq-youth>

School psychologists are ethically obligated to ensure that all students have an equal opportunity for the development and expression of their personal identity in a school climate that is safe, accepting, and respectful of all persons and free from discrimination, harassment, violence, and abuse.

### **Mental Health. Gender Spectrum.**

<https://www.genderspectrum.org/resources/mental-health-2/#more-416>

Gender-affirming mental health care for children and youth is a dynamic, rapidly developing area of practice. Learn more with our research and resources.

### **LGBT Youth Resources. American Psychological Association.**

<https://www.apa.org/pi/lgbt/programs/safe-supportive/lgbt/>

This webpage provides fact sheets, best practices and other resources for supporting lesbian, gay, bisexual, transgender and questioning youth.

## GAY-STRAIGHT ALLIANCE SUPPORT

### **GSA Support Sheet. Equality Florida.**

<https://www.eqfl.org/sites/default/files/inline-images/GSA%20Support%20Guide.pdf>

### **Do it Like Dru: Fostering Unity and Inclusion Through LGBTQ+ Student Alliances. The Dru Project.**

<https://www.eqfl.org/sites/default/files/inline-images/DRUproject.pdf>

"This publication is an educational resource and advocacy tool for Florida LGBTQ+ student alliances."

### **Build it Up: A Guide for Creating Effective GSA Programming. Colorado GSA Network.**

<https://www.eqfl.org/sites/default/files/inline-images/GSA.ProgrammingGuide.pdf>

"This guide serves as a resource for students involved in their Gay-Straight Alliance or other groups that work to end anti-LGBTQ bullying or create safer, more inclusive climates for LGBTQ students."

### **The GLSEN Jump-Start Guide. GLSEN.**

<https://www.eqfl.org/sites/default/files/Jumpstart1.pdf>

"GLSEN's student organizing team has created this resource to support new and established Gay-Straight Alliances (GSAs) and similar groups that are working to make schools safer and more inclusive for all students."

### **10 Ways Educators and GSA Advisors Can Support Asexual Students. GLSEN.**

<https://www.glsen.org/blog/10-ways-educators-and-gsa-advisors-can-support-asexual-students>

"For many GSAs and school communities, the topic of asexuality is either unseen, unheard, or not present. Whether or not you currently have any out asexual people in your GSA or school, celebrating asexual visibility is an important supportive act and may help asexual people discover, or come out about, their identities."

## MIDDLE AND ELEMENTARY SCHOOLS

### **The Experiences of Lesbian, Gay, Bisexual, and Transgender Middle School Students: Findings from the 2007 National School Climate Survey. GLSEN.**

<https://www.glsen.org/sites/default/files/Experiences%20of%20LGBT%20Middle%20School%20Students.pdf>

Middle school administrators and educators, education policymakers and others concerned about issues of safety in our nation's middle schools must continue to take action to address the factors creating such hostile climates in order to create safer and more affirming schools for all students, regardless of their sexual orientation, gender identity or gender expression.

### **Ready, Set, Respect! GLSEN's Elementary School Toolkit. GLSEN.**

<https://www.glsen.org/sites/default/files/GLSEN%20Ready%20Set%20Respect.pdf>

A toolkit such as this helps educators get ready to deliver inclusive, diversity-focused lessons and set their classrooms and students up for learning in an environment of respect

### **Playgrounds and Prejudice: Elementary School Climate in the United States. GLSEN.**

<https://www.glsen.org/sites/default/files/Playgrounds%20%26%20Prejudice.pdf>

The findings from this study provide an important context for the discussion of bullying and harassment across school grades and insight into the precursors of the types of biased language and bullying that characterize secondary schools, particularly the middle school years when bullying and harassment are most prevalent.

## RESOURCES/COMING OUT FOR LGBTQ YOUTH

### **Be Yourself: Questions and Answers for Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning Youth. PFLAG.**

<https://www.eqfl.org/sites/default/files/inline-images/Be%20Yourself.pdf>

This publication aims to help you understand yourself and the LGBTQ community by answering some of your questions and recommending supportive resources. The questions other youth have asked about being LGBTQ shape this publication; we hope it will help you find answers of your own.

### **Coming Out as You! The Trevor Project.**

[https://www.eqfl.org/sites/default/files/inline-images/ComingOutAsYou\\_0.pdf](https://www.eqfl.org/sites/default/files/inline-images/ComingOutAsYou_0.pdf)

"Coming Out" means sharing your sexual orientation and/or your gender identity with people in your life. Everyone's coming out process is unique, shaped by their comfort level, the safety of their environment and how ready they feel.

### **A Resource Guide to Coming Out for African Americans. Human Rights Campaign.**

<https://www.eqfl.org/sites/default/files/inline-images/ComingOutForAAJune2014.pdf>

Coming out can be one of the most challenging events in your life, but also one of the most rewarding. Being attracted to someone of the same sex or understanding that your gender identity is different from your biological sex can be frightening. Some African Americans feel pressure to prioritize their different identities

### **Intersex Resources. InterACT.**

<https://interactadvocates.org/resources/>

Brochures, resource topics, and organizations pertaining to intersex youth.

## MEDICAL GUIDANCE

### **"Collecting Sexual Orientation and Gender Identity Data in Electronic Health Records: Taking the Next Steps" National LGBT Health Education Center.**

<http://www.lgbthealtheducation.org/wp-content/uploads/Collecting-SOGI-Data-in-EHRs-COM2111.pdf>

Collecting SOGI data in electronic health records (EHRs) is essential to providing high-quality, patient-centered care to LGBT individuals. Gathering this data is therefore an important part of identifying and addressing LGBT health disparities in health centers and other health care organizations.

### **"Lesbian, Gay, Bisexual, and Transgender Health" Healthy People 2020, Office of Disease Prevention and Health Promotion.**

<https://www.healthypeople.gov/2020/topics-objectives/topic/lesbian-gay-bisexual-and-transgender-health?topicid=25>

Overview of LGBT health in America and discussion of the struggles and solutions of LGBT health data collection.

### **"Health & Well-being for Lesbian, Gay, Bisexual and Transgender Americans" U.S. Department of Health and Human Services.**

<https://www.hhs.gov/programs/topic-sites/lgbt/index.html>

HHS works to ensure that LGBT Americans, families, and communities receive equal access to health services by providing enhanced resources for LGBT health issues; developing better information regarding LGBT health needs; and working to close the LGBT health disparities gap that currently exists.

### **National LGBT Health Education Center**

<https://www.lgbthealtheducation.org/lgbt-education/lgbt-health-resources/>

The National LGBT Health Education Center provides educational programs, resources, and consultation to health care organizations with the goal of optimizing quality, cost-effective health care for lesbian, gay, bisexual, and transgender (LGBT) people.

### **CDC Lesbian, Gay, Bisexual, and Transgender Health**

<https://www.cdc.gov/lgbthealth/>

### **GLMA: Health Professionals Advancing LGBTQ Equality**

<http://www.glma.org/index.cfm?nodeid=1>

GLMA is a national organization committed to ensuring health equity for lesbian, gay, bisexual, transgender, queer (LGBTQ) and all sexual and gender minority (SGM) individuals, and equality for LGBTQ/SGM health professionals in their work and learning environments. To achieve this mission, GLMA utilizes the scientific expertise of its diverse multidisciplinary membership to inform and drive advocacy, education, and research.

### **National LGBT Cancer Center**

<https://cancer-network.org/>

Website includes best practices training for health providers working with LGBT populations.

<https://cancer-network.org/programs/cultural-competency-training/>

### **Medical. Gender Spectrum.**

<https://www.genderspectrum.org/resources/medical-2/#more-420>

Resources curated to assist physicians and nurses, who are placed in a critically important position in the care of Gender-expansive youth.

### **"LGBTQ Students: The Role of the School Nurse" National Association of School Nurses**

<https://www.nasn.org/advocacy/professional-practice-documents/position-statements/ps-lgbtq>

It is the position of the National Association of School Nurses that the registered professional school nurse is a vital member of the team to support students' health and well-being and to advocate for policies and practices in the schools that provide for the physical, psychological, and social safety of all students.

## PARENTS AND FAMILY ACCEPTANCE

**National and State Resources for Families of LGBTQ Youth. Equality Florida.**

<https://www.eqfl.org/sites/default/files/inline-images/Family%20Resources.pdf>

**Family Acceptance for Black and African American LGBTQ+ Youth. Equality Florida.**

<https://www.eqfl.org/sites/default/files/inline-images/Family%20Acceptance%20for%20African%20American.pdf>

**Family Acceptance for Latino LGBTQ+ Students**

<https://www.eqfl.org/sites/default/files/inline-images/Family%20Acceptance-Latino%20LGBTQ%20Youth.pdf>

**A Practitioner's Resource Guide: Helping Families to Support Their LGBT Children. Substance Abuse and Mental Health Services Administration.**

<https://www.eqfl.org/sites/default/files/inline-images/FamilySupportForLGBTChildrenGuidance.pdf>

This resource guide was developed and is being disseminated throughout health and social service systems to help practitioners who work in a wide range of settings to understand the critical role of family acceptance and rejection in contributing to the health and well-being of adolescents who identify as lesbian, gay, bisexual, and transgender.

**Supportive Families, Healthy Children: Helping Families with Lesbian, Gay, Bisexual & Transgender Children. The Family Acceptance Project.**

[https://www.eqfl.org/sites/default/files/inline-images/FAP\\_English%20Booklet\\_pst.pdf](https://www.eqfl.org/sites/default/files/inline-images/FAP_English%20Booklet_pst.pdf)

This booklet was written for families like yours to help strengthen families and foster families with gay and transgender children and adolescents.

**Our Trans Loved Ones: Questions and Answers for Parents, Families, and Friends of People who are Transgender and Gender Expansive. PFLAG.**

<https://www.eqfl.org/sites/default/files/inline-images/Our%20Trans%20Loved%20Ones.pdf>

**Best Practices in Working With LGBTQ Youth and Families. Hetrick-Martin Institute.**

<https://www.eqfl.org/sites/default/files/inline-images/LGBTQ-Youth-and-Families.pdf>

**Parenting and Family. Gender Spectrum.**

<https://www.genderspectrum.org/resources/parenting-and-family-2/#more-432>

A comprehensive collection of research, resources, and stories to help any parent, family member, or guardian learn more about gender diversity.

WE HOPE THESE RESOURCES ASSIST YOU  
IN YOUR ADVOCACY FOR LGBTQ YOUTH

QUESTIONS? CONTACT:

DE PALAZZO  
STATEWIDE SAFE SCHOOLS DIRECTOR  
DE@EQUALITYFLORIDA.ORG

IAN SILJESTROM  
ASSOCIATE SAFE SCHOOLS DIRECTOR  
IAN@EQUALITYFLORIDA.ORG

