



School of Law
Williams Institute

UCLA

RESEARCH THAT MATTERS

EDUCATIONAL EXPERIENCES OF LGBTQ PEOPLE OF COLOR

FEBRUARY 2023

Kerith J. Conron
Kathryn K. O'Neill
Mariella Arredondo
Rubeen Guardado

TABLE OF CONTENTS

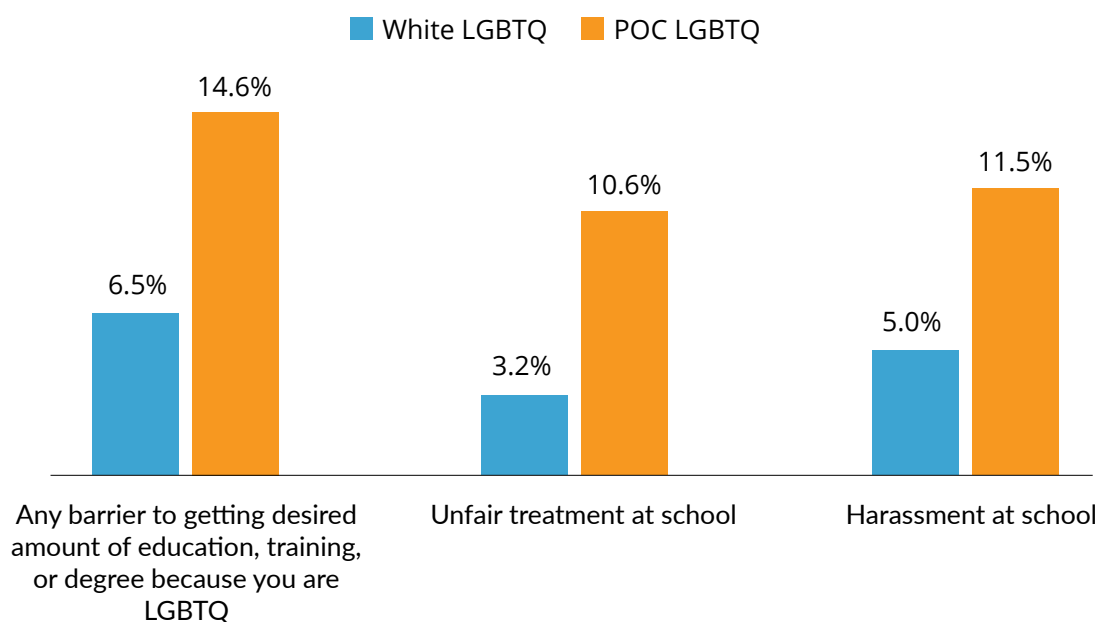
EXECUTIVE SUMMARY	2
INTRODUCTION.....	8
RESULTS	9
BACKGROUND CHARACTERISTICS.....	9
LIFETIME EDUCATIONAL EXPERIENCES	13
EXPERIENCES IN COMMUNITY COLLEGE	14
EXPERIENCES IN FOUR-YEAR COLLEGE	19
FINANCIAL SUPPORT FOR EDUCATIONAL EXPENSES IN COMMUNITY COLLEGE AND FOUR-YEAR COLLEGE	25
CONCLUSIONS	26
AUTHORS	28
ACKNOWLEDGEMENTS.....	28
SUGGESTED CITATION	28
ABOUT THE WILLIAMS INSTITUTE.....	28
For more information	28
APPENDIX.....	29
METHODS	29
TABLES	30
Background Characteristics and Lifetime Experiences	30
Community College.....	37
Four-year College	41
All Educational Settings	45
REFERENCES	46

EXECUTIVE SUMMARY

The American Association of Colleges and Universities embraces equity as a priority and acknowledges that safety and belonging are necessary to support student learning. Yet, little is known about the experiences of LGBTQ people of color in higher education—despite their vulnerability to inequitable treatment and marginalization. This study uses data collected from a nationally representative sample of adults ages 18 to 40 (N=1,079) on the Access to Higher Education Survey to provide information about the school experiences and higher education environments of LGBTQ people of color. Information about families of origin and family support is also provided.

Findings for White LGBTQ and non-LGBTQ people of color (POC) are frequently included to highlight similarities and differences in experience by both race and sexuality and gender. Notably, we find that more than twice as many LGBTQ POC as White LGBTQ adults report that unfair treatment at school due to being LGBTQ was a barrier to their academic success (10.4% vs. 4.4%), and that lifetime school-based unfair treatment, harassment, or bullying due to being LGBTQ was a barrier to getting the amount of education, training, or degrees that they wanted (14.6% vs. 6.5%). Consistent with these findings, among adults ages 25 to 40, fewer LGBTQ POC had completed a post-secondary degree or certificate compared to their White LGBTQ peers (55.5% vs. 69.5%).

Barriers to educational attainment due to being LGBTQ among LGBTQ adults ages 18 to 40 (n=563) by race

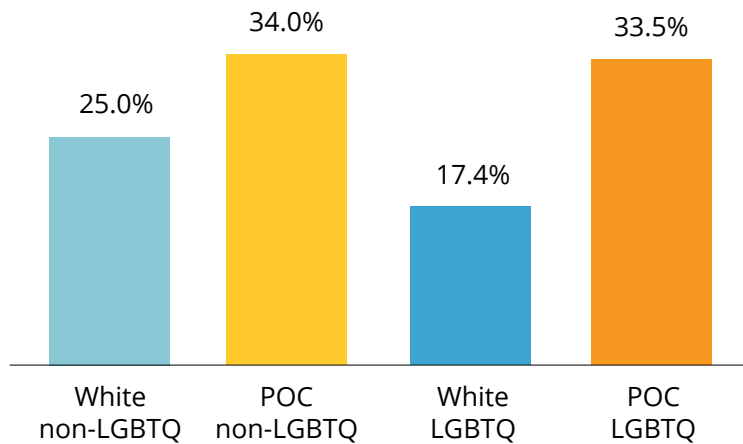


About one in seven (14.5%) LGBTQ people of color had ever attended vocational, technical, or trade (vo-tech) programs, 37.6% had been to community college, 47.0% had been to four-year college, and 10.5% had been in graduate school. More than a quarter (28.1%) were current students at the time of survey completion.

Childhood Socioeconomic Status and Parental Support

Family support for higher education among LGBTQ POC was high and was comparable to that reported by White LGBTQ peers, despite lower family socioeconomic status. Slightly more than a third (35.4%) of LGBTQ POC indicated that someone in their childhood household (before they were 18) received public benefits (i.e., supplemental income and food assistance benefits). Less than a quarter (24.4%) of White LGBTQ adults reported household utilization of public benefits. Similarly, a third of LGBTQ POC had parents with no more than a high school education—about twice as many as their White LGBTQ counterparts (33.5% vs. 17.5%) and at nearly identical proportion (34.0%) to non-LGBTQ POC.

Parent(s) had high school degree or less when respondent was a child among adults ages 18 to 40 (N=1,079) by race and LGBTQ status

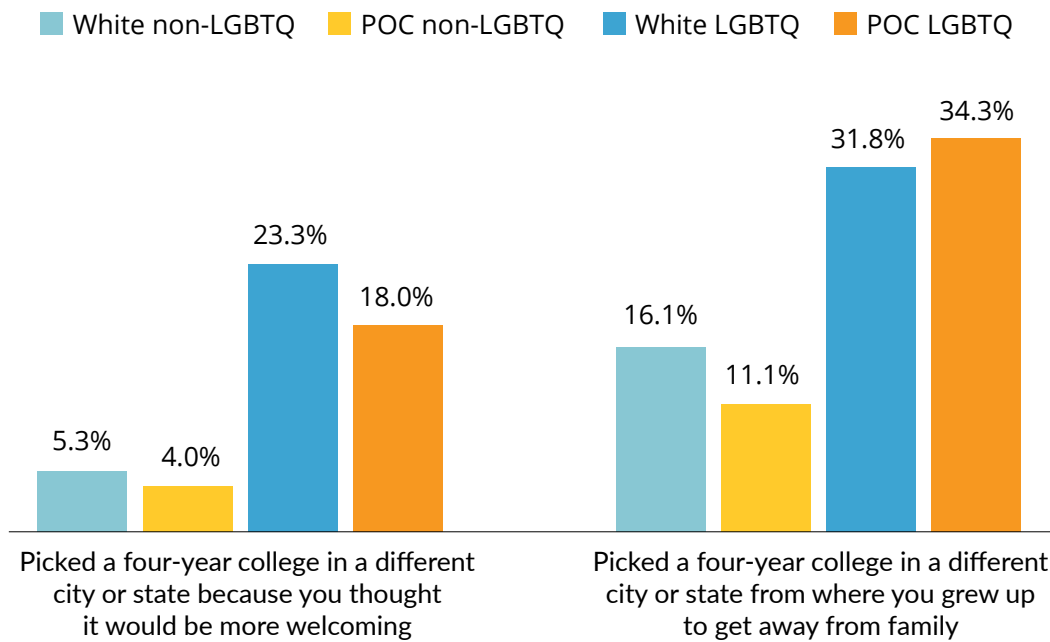


LGBTQ POC reported similar levels of encouragement and information to pursue higher education as other respondents. More than two-thirds (69.0%) of LGBTQ POC were encouraged by a parent/guardian to go to college when they were in high school. Although about one-third (32.6%) of LGBTQ POC received a lot of information about college applications from high school counselors and teachers, another third (33.4%) received very little or no information about college applications from these sources. More than one-third of LGBTQ POC indicated that they received very little or no information about college entrance exams (41.3%), letters of recommendation (47.7%), and financial aid (40.5%).

More than half (59.1%) of LGBTQ POC came out to their parents at or before the age of 18 and a quarter (25.7%) came out to their parents between the ages of 19 to 25 (the age at which many young adults pursue higher education). The remainder (37.0%) were not yet out at the time of survey completion. Among those who were “out” as LGBTQ to their parents at age 18 or younger, 40.8% of LGBTQ POC reported that a primary parent was quite a bit or completely accepting of them as an LGBTQ person, 25.8% reported that a parent was somewhat accepting, and one third (33.4%) reported that the primary parent was not at all or only a little accepting of them as an LGBTQ person. Findings were similar for White LGBTQ people.

Some LGBTQ people look to college as an opportunity to distance themselves from their families. LGBTQ POC were more than three times as likely to pick a four-year college elsewhere to get away from family as their non-LGBTQ POC peers (34.3% vs. 11.1%). About four times as many LGBTQ POC selected a four-year college in a different city or state to find a more welcoming environment than their non-LGBTQ POC counterparts, 18.0% vs 4.0%, respectively. Findings were similar for White LGBTQ adults.

Picked a four-year college in a different city or state among adults ages 18 to 40 (n=629) by race and LGBTQ status



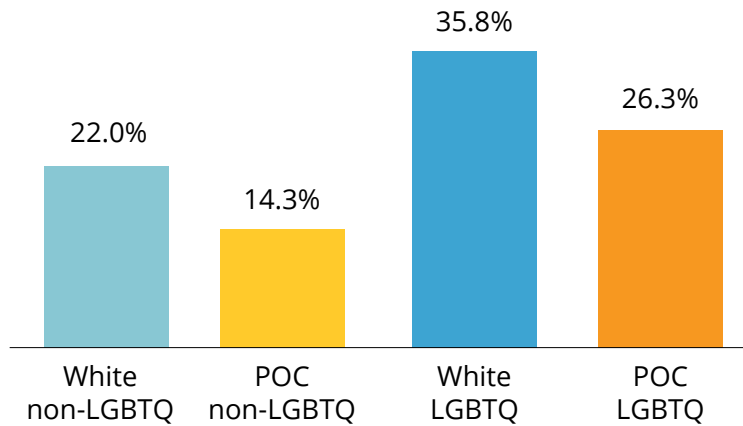
Barriers to Educational Attainment Due to Being LGBTQ

LGBTQ people of color reported experiences of not fully belonging, needing to hide their sexual orientation or gender identity at school because they are LGBTQ, and experiences of unfair treatment, harassment, or bullying that impacted the quality and quantity of their education.

Nearly one in four (23.4%) LGBTQ POC felt that they did not fully belong at school at some point in their lives because they are LGBTQ. About four in 10 (42.7%) LGBTQ POC reported ever needing to hide their sexual orientation or gender identity at school because they are LGBTQ. Findings were similar for White LGBTQ adults.

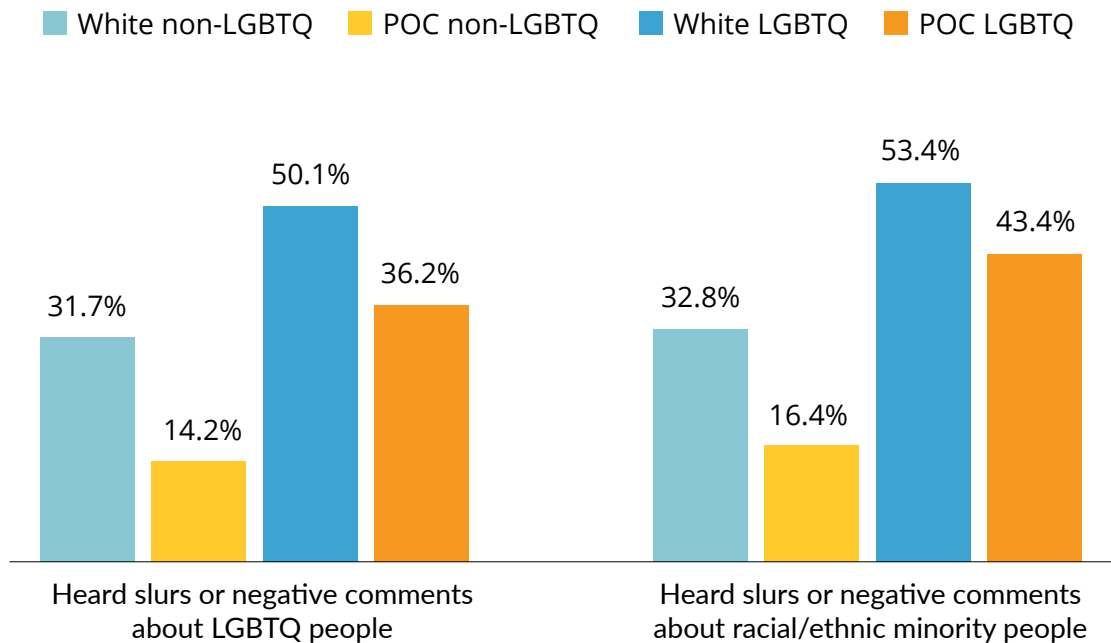
In community college and four-year college programs, more LGBTQ POC and White LGBTQ people than non-LGBTQ people reported experiencing bullying, harassment, or assault. For example, about a quarter of LGBTQ POC experienced bullying, harassment, or assault in four-year college—nearly twice as many as their non-LGBTQ POC peers (26.3% vs 14.3%).

Any bullying, harassment, or assault in four-year college among adults ages 18 to 40 (n=629) by race and LGBTQ status



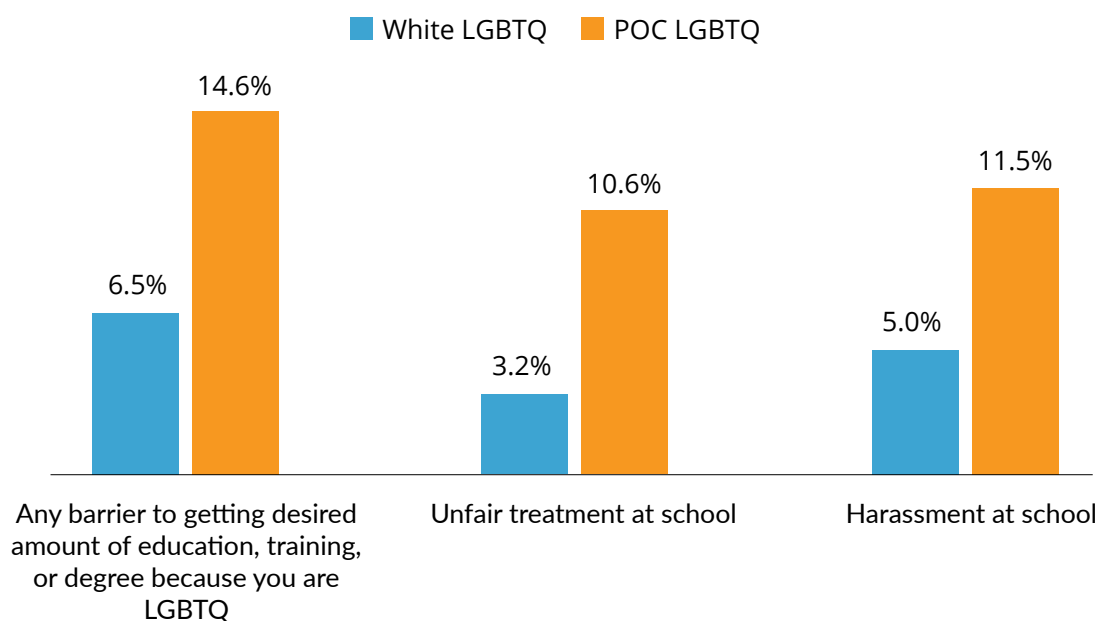
Approximately twice as many LGBTQ POC reported hearing slurs or negative comments about LGBTQ people in four-year college programs compared to their non-LGBTQ POC peers (36.2% v. 14.2%), and more than twice as many reported hearing slurs or negative comments about racial-ethnic minority people (43.4% v. 16.4%).

Heard racial or LGBTQ slurs or negative comments in four-year college among adults ages 18 to 40 (n=629) by race and LGBTQ status



More than twice as many LGBTQ POC reported that, over their lifetimes, unfair treatment at school due to being LGBTQ was a barrier to their academic success than White LGBTQ adults (10.4% vs. 4.4%). More than twice as many LGBTQ POC as White LGBTQ (14.6% vs. 6.5%) people reported that lifetime school-based unfair treatment, harassment, or bullying due to being LGBTQ was a barrier to getting the amount of education, training, or degrees that they wanted.

Barriers to educational attainment due to being LGBTQ among LGBTQ adults ages 18 to 40 (n=563) by race



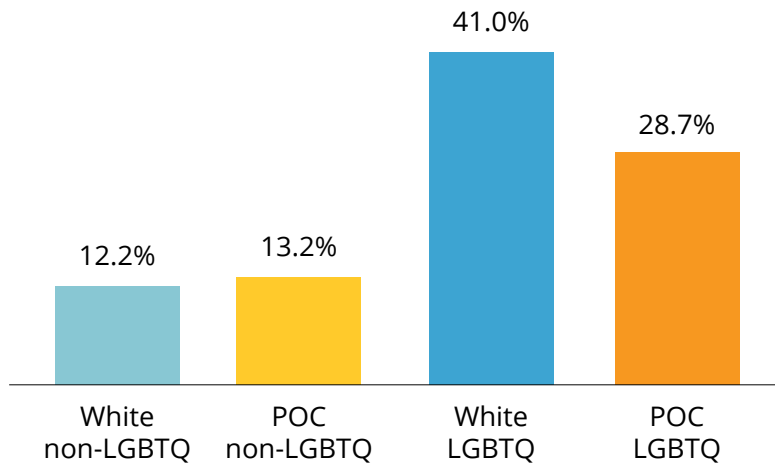
At the time of survey completion, a smaller proportion of LGBTQ POC reported having ever attended four-year college than White LGBTQ adults. Over two-thirds (66.4%) of White non-LGBTQ adults reported attending at least some four-year college, which was higher than the percentage of LGBTQ POC (47%), non-LGBTQ POC (45.7%), and White LGBTQ adults (51.6%) reporting doing so.

Among adults ages 25 to 40, just over half (55.5%) of LGBTQ POC had completed any degree or vo-tech certification beyond high school—similar to the proportion (59.7%) among their non-LGBTQ POC counterparts. In contrast, a larger proportion—69.5%—of their White LGBTQ peers had completed a post-secondary degree or certificate by the age of 25.

Mental Health

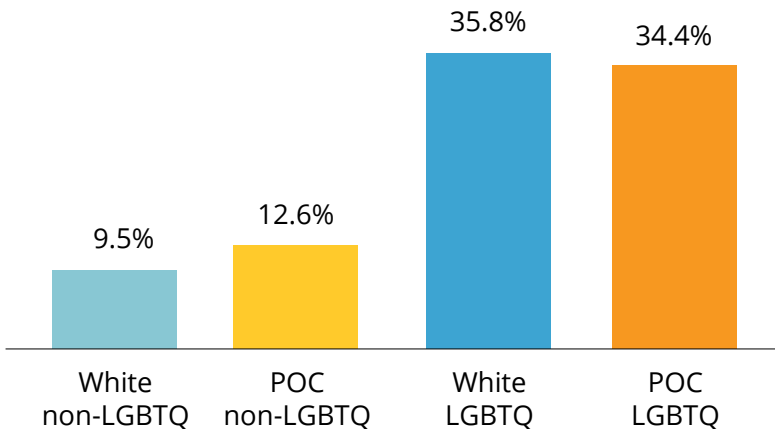
Similar to White LGBTQ adults, more LGBTQ POC reported that their mental health was not good during community college than their non-LGBTQ peers. More than a quarter (28.7%) of LGBTQ POC said that their mental health was not good all or most of the time during community college. In contrast, half as many non-LGBTQ POC (13.2%) adults indicated that their mental health was not good all or most of the time.

Mental health was not good all or most of the time in community college among adults ages 18 to 40 (n=232) by race and LGBTQ status



More than a third (34.4%) of LGBTQ people of color reported poor mental health during four-year college—three times the proportion (12.6%) as among their non-LGBTQ peers of color.

Mental health was not good all or most of the time when in four-year college among adults ages 18 to 40 (n=629) by race and LGBTQ status



About a third of LGBTQ POC who had attended four-year college reported the presence of LGBTQ-supportive counseling services or LGBTQ-informed health services at their schools. Such services were less common at community colleges. Our findings indicate that high schools and colleges could do far more to support LGBTQ students of color by providing them with more information and support to prepare them for higher education, creating more inclusive and supportive learning environments, and protecting them from adverse and unfair treatment from other students, teachers, and staff.

INTRODUCTION

LGBTQ people of color experience LGBTQ stigma (e.g., LGBTQ-related discrimination, violence, family rejection), as well as structural and interpersonal racism. LGBTQ students, of all racial-ethnic groups, are disproportionately exposed to bullying^{1, 2, 3} in high school and sexual and other physical violence in college relative to their non-LGBTQ peers.^{4, 5, 6, 7, 8} School-based harassment and violence victimization elevate the risk of school drop-out,⁹ diminish interest in pursuing higher education,¹⁰ and elevate the risk of suicidality.^{11, 12}

Due to historic and contemporary racism, often mediated through residential segregation,¹³ youth of color, particularly Black, Latino/a, and American Indian youth, LGBTQ and not, are overrepresented in “low opportunity” neighborhoods and in low-income families.¹⁴ Youth of color also experience disparate treatment within schools including differential discipline and expulsion relative to White youth.¹⁵ Cumulative disadvantage, including inadequately funded schools,¹⁶ contribute to racial inequities in educational attainment that emerge by high school.¹⁷ Prior research has also noted racial inequities in educational attainment among LGBTQ adults.¹⁸

The American Association of Colleges and Universities embraces equity as a priority and acknowledges that safety and belonging are necessary to support student learning.¹⁹ Yet, little is known about the experiences of LGBTQ people of color in higher education—despite heightened vulnerability to inequitable treatment—and in the face of socioeconomic disadvantage. Information is needed on school experiences, as well as determinants of higher education initiation and completion for LGBTQ people of color, including family support^{20, 21, 22} and access to financial resources through parents.²³ Other gaps in the literature related to the well-being of LGBTQ people of color include knowledge about institutional school climates and feelings of inclusion; experiences with school staff and administrators (at secondary and post-secondary levels)^{24, 25, 26} and experiences with school services;²⁷ and institutional policies and climate.^{24, 28, 29, 30, 31}

This study uses a nationally representative sample of adults ages 18 to 40 to fill these gaps and to provide new knowledge about the school experiences of LGBTQ people of color (POC), with an emphasis on higher education environments. Given that the primary aim of this study is to provide information about LGBTQ people of color in higher education, findings for LGBTQ POC are centered in the narrative. Findings are described in relation to the experiences of White LGBTQ and non-LGBTQ POC to highlight similarities and differences in experience by both race and sexuality and gender. Detailed findings for White LGBTQ, non-LGBTQ POC, and White non-LGBTQ participants are presented in study tables in the Appendix.

RESULTS

BACKGROUND CHARACTERISTICS

Of the 1,079 respondents to the Access to Higher Education Survey, 220 were LGBTQ POC, 187 were non-LGBTQ POC, 353 were White LGBTQ, and 320 were White non-LGBTQ. More than a third (37.62%) of LGBTQ POC were aged 18 to 24, 27.0% were 25 to 29, 20.6% were 30 to 34, and 14.7% were 35 to 40 (Table 1). More than half (60.5%) were cisgender women, almost a third (29.6%) were cisgender men, and about one in ten (9.9%) were transgender. LGBTQ POC were Latino/a (41.1%), Black (39.0%), Asian and American Indian Alaska Native (12.3%), and multi-racial (7.7%). These participants were also diverse in sexual orientation identity and about half (47.8%) identified their sexual orientation as bisexual, 34.8% identified as gay or lesbian, 15.0% as “something else,” and 2.3% as straight.

About one in seven (14.5%) LGBTQ POC had ever attended vocational, technical, or trade (vo-tech) programs, 37.6% had been to community college, 47.0% had been to four-year college, and 10.5% had been in graduate school. More than a quarter (28.1%) were current students at the time of survey completion. About one in 10 (10.1%) LGBTQ POC, like other participants, indicated that they had an IEP (Individualized Education Program) or other school-based accommodation prior to the age of 18.

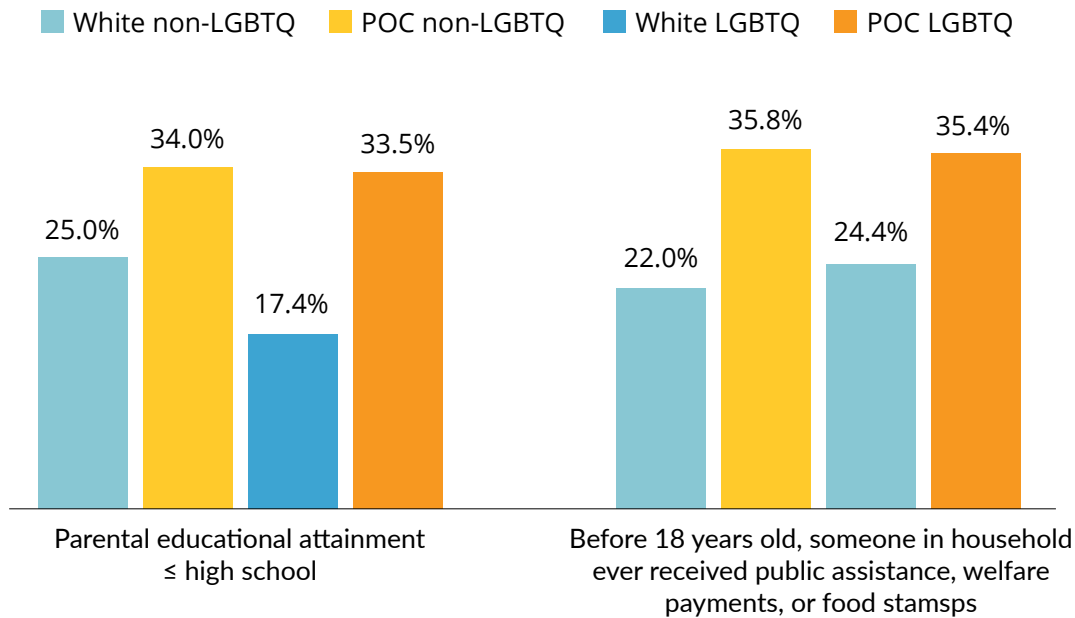
White LGBTQ participants were similar to their LGBTQ POC peers in age, sex and gender, sexual orientation, educational attainment, and current student status. Non-LGBTQ POC were similar to their LGBTQ POC counterparts in racial-ethnic composition and childhood socioeconomic status. Non-LGBTQ groups, both White and POC, were slightly older and more male than both LGBTQ groups (POC and White).

Childhood Socioeconomic Status, Educational Aspirations, and Support

A third (33.5%) of LGBTQ POC reported having parents with no more than a high school education—about twice as many as their White LGBTQ counterparts (17.5%) and at nearly identical proportion (34.0%) as non-LGBTQ POC. Slightly more than a third of LGBTQ POC (35.4%) and non-LGBTQ POC (35.8%) indicated that someone in their childhood household (before they were 18) received public benefits (i.e., supplemental income and food assistance benefits). Less than a quarter of White LGBTQ (24.4%) and White non-LGBTQ (22.0%) reported household utilization of public benefits.¹

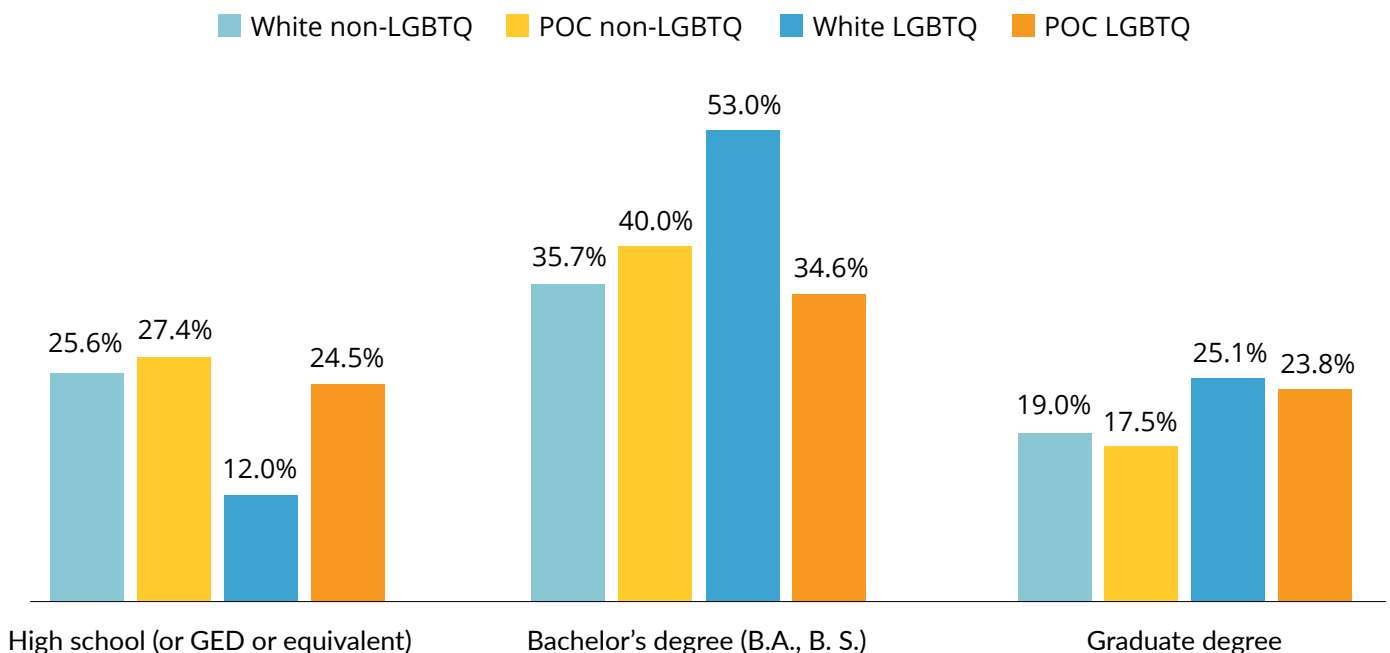
¹ The difference between non-LGBTQ POC and White non-LGBTQ participants in the proportions that reported household use of public benefits was statistically significantly different at $p < 0.05$.

Figure 1. Parental educational attainment and household public benefits utilization during childhood among adults ages 18 to 40 (N=1,079) by race and LGBTQ status



In high school, a third (34.6%) of LGBTQ POC reported aspirations to obtain a bachelor's degree—fewer than their White LGBTQ peers (53.0%) and comparable to their non-LGBTQ POC peers (40.0%) (Table 3).

Figure 2. Educational aspirations during high school among adults ages 18 to 40 (n=1,065) by race and LGBTQ status



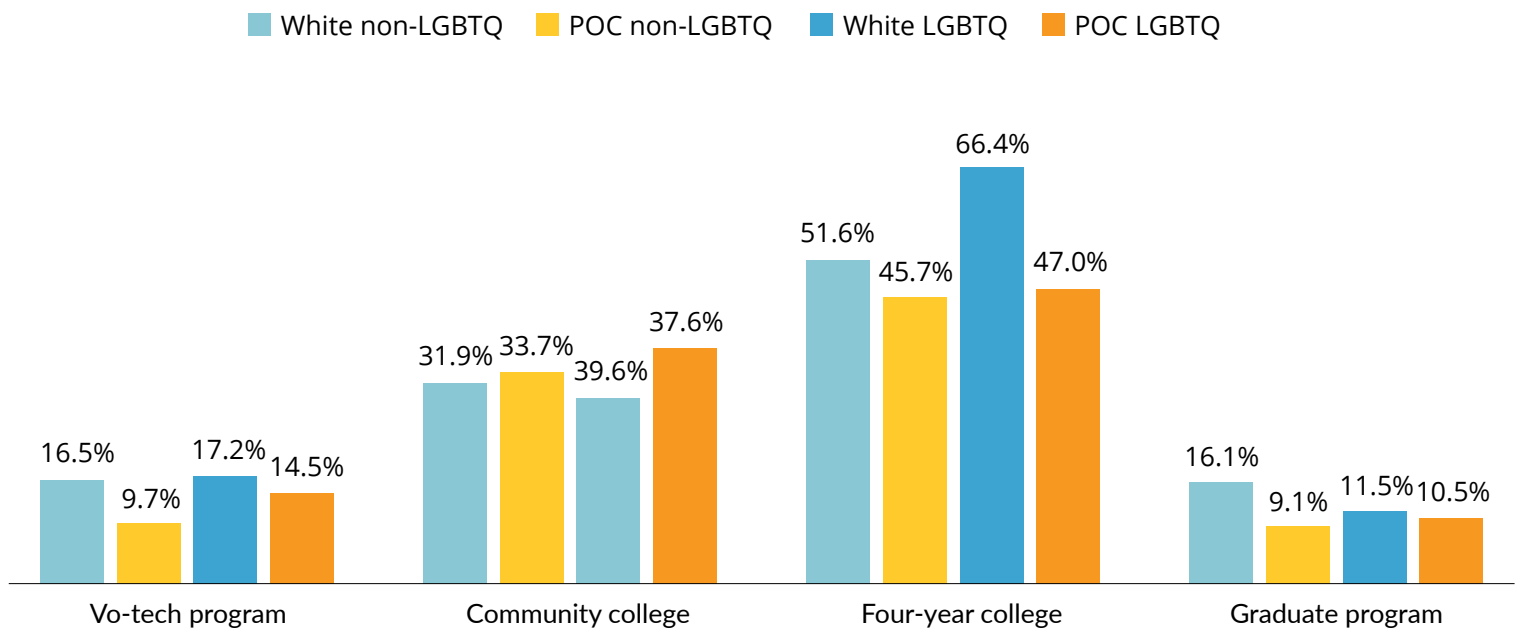
More than two-thirds (69.0%) of LGBTQ POC were encouraged by a parent/guardian to go to college when they were in high school. Statistically similar proportions of comparison groups reported parental encouragement (66.9% of White LGBTQ, 70.0% of POC non-LGBTQ, 59.2% of White non-LGBTQ participants). About half of LGBTQ POC, and similar proportions of other demographic groups, reported a lot of encouragement to go to college from other family members, school counselors, and teachers.

Although approximately one-third (32.6%) of LGBTQ POC reported receiving a lot of information about college applications from high school counselors and teachers, another third (33.4%) reported that they received very little or no information about college applications from these sources. More than a third of LGBTQ POC indicated that they received very little or no information about college entrance exams (41.3%), letters of recommendation (47.7%), and financial aid (40.5%).

Higher Education Participation and Attainment

At the time of survey completion, a smaller proportion of LGBTQ POC reported having ever attended four-year college than White LGBTQ participants (66.4% vs. 47.0%) (Table 1).

Figure 3. Higher education participation among adults (N=1,079) ages 18 to 40 by race and LGBTQ status



As shown in the table below, among participants ages 25 and older, somewhat more than half (55.5%) of LGBTQ POC had completed any degree or vo-tech certification beyond high school—similar to the proportion (59.7%) among their non-LGBTQ POC counterparts. In contrast, a larger proportion—nearly 70% (69.5%) of their White LGBTQ peers had completed a post-secondary degree or certificate.²

² The difference between LGBTQ POC and White LGBTQ participants ages 25 and up in the proportions that had completed any degree or certificate beyond high school was statistically significantly different at $p < 0.05$.

Educational attainment among adults ages 25 to 40 (n=874) by race and LGBTQ status

	WHITE NON-LGBTQ N=263		POC NON-LGBTQ N=150		WHITE LGBTQ N=287		POC LGBTQ N=174		F TEST#
	%	95% CI	%	95% CI	%	95% CI	%	95% CI	P-VALUE
High school or less	36.5	30.6,42.8	40.3	32.4,48.8	30.5	23.9,38.1	44.5	34.7,54.7	0.09
Vo-tech, Associates, bachelor's degree, or more	63.5	57.2,69.4	59.7	51.2,67.6	69.5	61.9,76.1	55.5	45.3,65.3	

CI: Confidence Interval. # F test for test of difference in proportions.

Outness and Parental Acceptance

More than half (59.1%) of LGBTQ POC came out to their parents at or before the age of 18 (Table 2). More than a quarter (25.7%) came out to their parents between the ages of 19 to 25 (the age at which many young adults pursue higher education) and one-third (37.0%) were not out at the time of survey completion. Findings were similar for White LGBTQ participants.

Among participants who were out as LGBTQ to their parents at age 18 or younger, 40.8% of LGBTQ POC reported that a primary parent was quite a bit or completely accepting of them as an LGBTQ person, 25.8% reported that a parent was somewhat accepting, and one third (33.4%) reported that a parent was not at all or only a little accepting of them as an LGBTQ person. Among those who reported a secondary parent, 45.2% indicated that their parent was not at all or a little accepting of them as an LGBTQ person. Findings were similar for White LGBTQ participants.

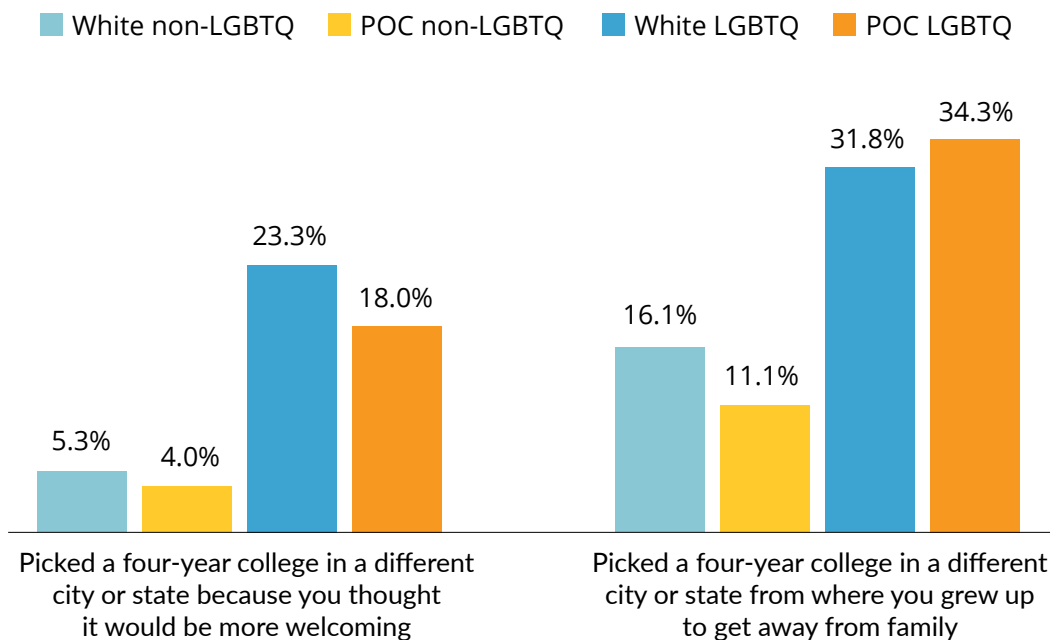
At the time of survey completion, about one-third (34.3%) of LGBTQ POC and a statistically similar proportion of White LGBTQ participants (24.2%) lived with their parents or guardians.³ More than half (62.0%) of LGBTQ POC who were living with their parents or guardians reported that their parents were quite a bit or completely accepting of them as an LGBTQ person, about one quarter (23.5%) reported that parents were not at all to somewhat accepting of them, and another 14.5% indicated that they were not out to their parents. Findings were similar for White LGBTQ participants.

Few LGBTQ POC indicated that they picked a community college in a different city or state from where they grew up because they thought it would be more welcoming of someone like them (10.0%) or to get away from family (3.6%), which was similar across demographic groups (Table 5a).

³ Over a third (36.3%) of non-LGBTQ POC and 23.4% of White non-LGBTQ participants lived with their parents at the time of survey completion.

In contrast, about one in five (18.0%) LGBTQ POC picked a four-year college in a different city or state from where they grew up because they thought it would be more welcoming of someone like them. Slightly more than a third (34.3%) of LGBTQ POC indicated that they picked a four-year college in a different city or state to get away from family (Table 5b). Proportions were similar to those reported by White LGBTQ participants who attended four-year colleges. Importantly, about four times as many LGBTQ POC selected a four-year college in a different city or state to find a more welcoming environment than their non-LGBTQ POC counterparts, 18.0% vs 4.0%, respectively, as shown in the figure below. LGBTQ POC were more than three times as likely to pick a four-year college elsewhere to get away from family as their non-LGBTQ POC peers (34.3% vs. 11.1%).

Figure 4. Picked a four-year college in a different city or state among adults ages 18 to 40 (n=629) by race and LGBTQ status



LIFETIME EDUCATIONAL EXPERIENCES

Belonging

Nearly one in four (23.4%) LGBTQ POC, and a statistically similar proportion of their White LGBTQ peers (29.5%), reported that they felt they did not fully belong at school at some point in their lives because they are LGBTQ (Table 4). Non-LGBTQ participants were not asked questions about lifetime school experiences related to being LGBTQ.

Outness

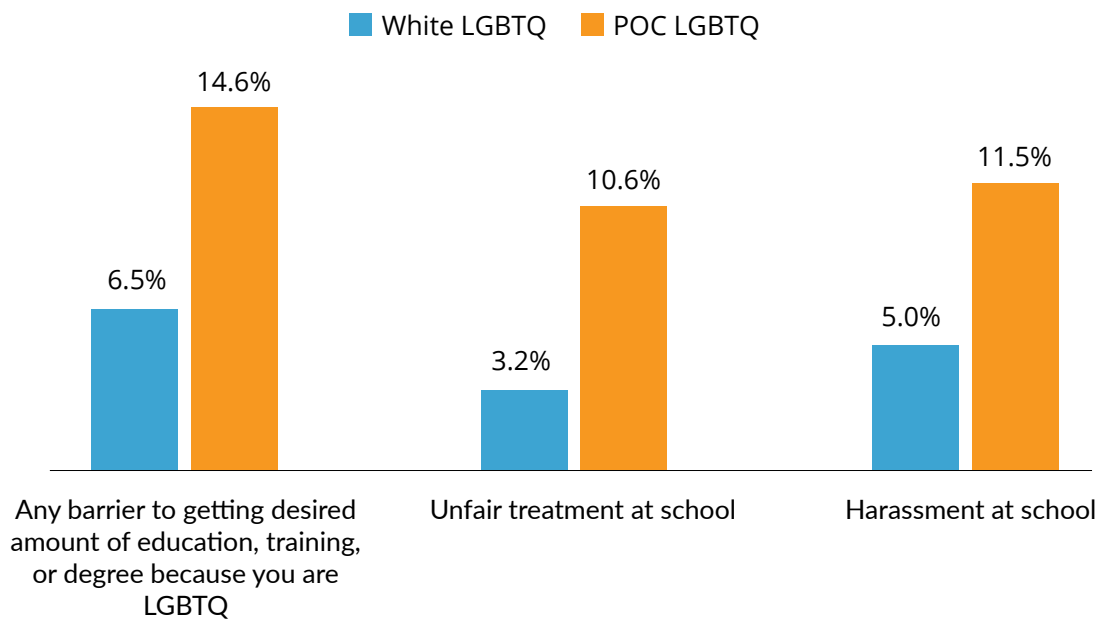
About four in 10 (42.7%) POC LGBTQ POC reported ever needing to hide their sexual orientation or gender identity at school because they are LGBTQ. This was a smaller percentage than was observed among White LGBTQ participants (58.3%).

Unfair Treatment, Violence, and Harassment

One in seven LGBTQ (14.6%) POC, and a statistically similar proportion (10.0%) of White LGBTQ participants, reported that lifetime school-based unfair treatment, harassment, or bullying due to being LGBTQ was a barrier to their academic success. More than twice as many LGBTQ POC reported that unfair treatment at school due to being LGBTQ was a barrier to their academic success compared to White LGBTQ participants (10.4% vs. 4.4%).

More than twice as many LGBTQ POC as White LGBTQ (14.6% vs. 6.5%) participants reported that lifetime school-based unfair treatment, harassment, or bullying due to being LGBTQ was a barrier to getting the amount of education, training, or degrees that they wanted.

Figure 5. Barriers to educational attainment due to being LGBTQ among LGBTQ adults ages 18 to 40 (n=563) by race



EXPERIENCES IN COMMUNITY COLLEGE

School Characteristics

LGBTQ POC attended community colleges in all regions of the U.S.; however, most schools were based in the South (46.0%) or the West (36.3%) and fewer were in the Midwest (9.8%) or Northeast (7.9%) (Table 5a). Most (91.9%) LGBTQ POC attended a public institution, while a handful (3.9%) attended private community colleges (4.2% didn't know if their school was public or private). In general, more students from other race and LGBTQ status groups attended community colleges in the Northeast and Midwest; however, only differences between White non-LGBTQ and LGBTQ POC groups were statistically significantly different. Across demographic groups, most participants who attended community college attended public institutions.

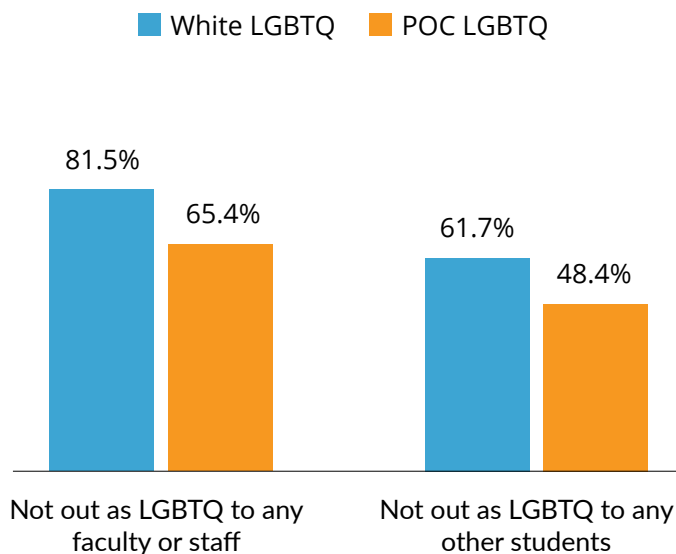
Drop Out

More than a third (41.6%) of LGBTQ POC reported that they had ever dropped out of a community college, transferred community colleges, or seriously considered dropping out—an experience shared across demographic groups (36.0% of White LGBTQ, 46.3% of LGBTQ POC, 35.5% of White non-LGBTQ participants).

Outness

The majority of both LGBTQ POC (65.4%) and White LGBTQ (81.5%) participants were not out as LGBTQ to teachers/faculty and program staff in community colleges. More participants were out to peers than they were to staff, although about half of LGBTQ POC (48.4%) participants and White LGBTQ (61.7%) participants were not out to any other students.

Figure 6. Outness as LGBTQ to faculty, staff, or students in community college among LGBTQ adults (n=231) ages 18 to 40 by race



Note: The differences in proportions between White LGBTQ and POC LGBTQ groups are not statistically significantly different at $p < 0.05$.

Belonging

When asked whether they felt a sense of belonging in specific higher education settings, 68.2% of LGBTQ POC reported a sense of belonging in community college, at statistically similar proportions as other demographic groups (78.5% of White non-LGBTQ, 71.5% of non-LGBTQ POC, and 56.0% of White LGBTQ participants).

Safety

One in 10 (10.7%) LGBTQ POC who attended community colleges did not feel safe at the school they had attended, statistically similar to proportions of other demographic groups (11.5% of White non-LGBTQ, 13.5% of non-LGBTQ POC, and 7.3% of White LGBTQ participants).

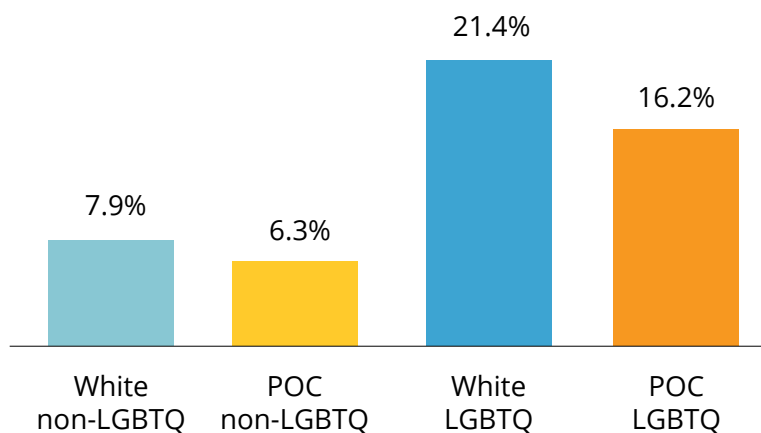
School Climate

About one in five (22.9%) LGBTQ POC reported hearing slurs or negative comments about LGBTQ people at their community college. A similar proportion (24.7%) of White LGBTQ participants reported this experience. Fewer non-LGBTQ POC (10.7%) and White non-LGBTQ (14.3%) participants reported hearing LGBTQ slurs or negative comments relative to their LGBTQ counterparts; however, these differences were not statistically significant. About one in five (19.9%) LGBTQ POC reported hearing slurs or negative comments about racial-ethnic minority people at their community college. The proportion of each group who heard racial-ethnic slurs or negative comments was more similar across demographic groups (27.1% of White non-LGBTQ, 22.4% of non-LGBTQ POC, and 15.0% of White LGBTQ participants) than was observed regarding LGBTQ slurs.

Unfair Treatment, Violence, and Harassment

Statistically similar proportions of participants across race and LGBTQ groups reported any unfair treatment (for any reason) by teachers, staff, and school administrators in community college settings. More LGBTQ participants, both LGBTQ POC (16.2%) and White LGBTQ (21.4%), reported any bullying, harassment, or assault than their non-LGBTQ counterparts while in community college (6.3% of non-LGBTQ POC, 7.9% of White non-LGBTQ participants).⁴

Figure 7. Bullying, harassment, or assault in community college among adults ages 18 to 40 (n=232) by race and LGBTQ status



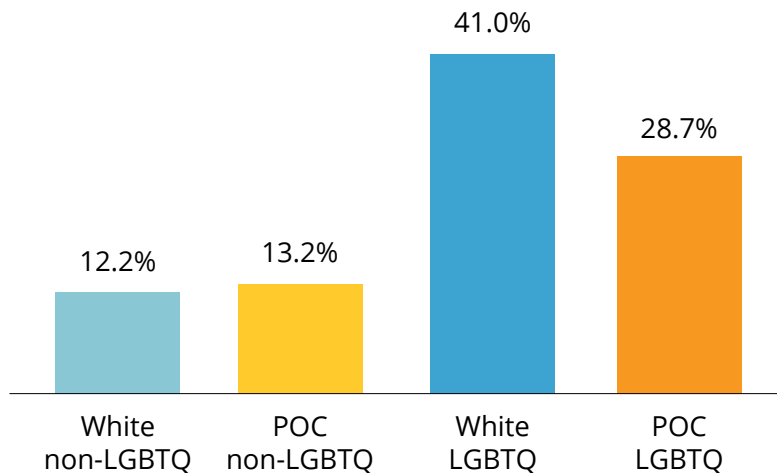
Note: The difference in proportions between White LGBTQ and White non-LGBTQ participants is statistically significantly different at $p < 0.05$. The difference in proportions between LGBTQ POC and non-LGBTQ POC is marginally significant at $p = 0.09$.

⁴ The difference between White LGBTQ and White non-LGBTQ participants in the proportions that reported any bullying, harassment, or assault was statistically significantly different at $p < 0.05$. The difference between the LGBTQ POC and non-LGBTQ POC was similar in magnitude to the difference observed between the White LGBTQ and non-LGBTQ groups, but since the POC groups were smaller in size than the White groups, the difference was only marginally significant at $p = 0.09$. In a slightly larger sample, with greater statistical power, this difference would likely be statistically significant at $p < 0.05$.

Mental Health

More than a quarter (28.7%) of LGBTQ POC and 41.0% of White LGBTQ participants said that their mental health was not good all or most of the time during community college. In contrast, fewer non-LGBTQ POC (13.2%) and White non-LGBTQ (12.2%) participants indicated that their mental health had been poor.⁵

Figure 8. Mental health was not good all or most of the time in community college among adults ages 18 to 40 (n=232) by race and LGBTQ status



Note: The difference in proportions between White LGBTQ and White non-LGBTQ participants is statistically significantly different at $p < 0.05$. The difference in proportions between LGBTQ POC and non-LGBTQ POC is marginally significant at $p = 0.08$.

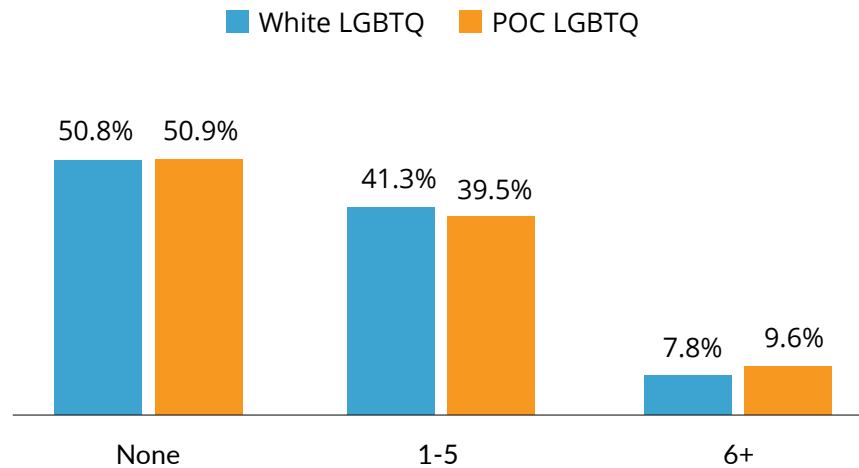
School-Level Indicators of LGBTQ Inclusion

Across demographic groups, few participants reported the presence of LGBTQ resources (e.g., student resource center) and indicators of LGBTQ inclusion (e.g., policy to change gender markers, and symbols displayed in buildings) at their community colleges (Table 6a). Findings for LGBTQ participants are reported below, while findings for non-LGBTQ groups are available in Table 6a. Notably, about half of LGBTQ participants did not know if their community college had specific resources.

As shown at the bottom of Table 6a, half of each LGBTQ POC and White LGBTQ group attended a community college that had no indicators of inclusion (50.8% and 50.9%, respectively), more than a third of each group (41.3% and 39.5%, respectively) reported the presence of 1 to 5 indicators, and less than one in ten (7.8% and 9.6%, respectively) reported that their community college had 6 or more school-level indicators of LGBTQ inclusion. There were no statistically significant differences between LGBTQ POC and White LGBTQ participants in the proportions reporting each resource or indicator of inclusion nor in the number of indicators of inclusion reported by either group.

⁵ The difference between White LGBTQ and White non-LGBTQ participants in the proportions that reported poor mental health was statistically significantly different at $p < 0.05$. The difference between LGBTQ POC and non-LGBTQ POC, groups with smaller numbers of participants, was marginally significant at $p = 0.08$. In a slightly larger sample, with greater statistical power, this difference would likely be statistically significant at $p < 0.05$.

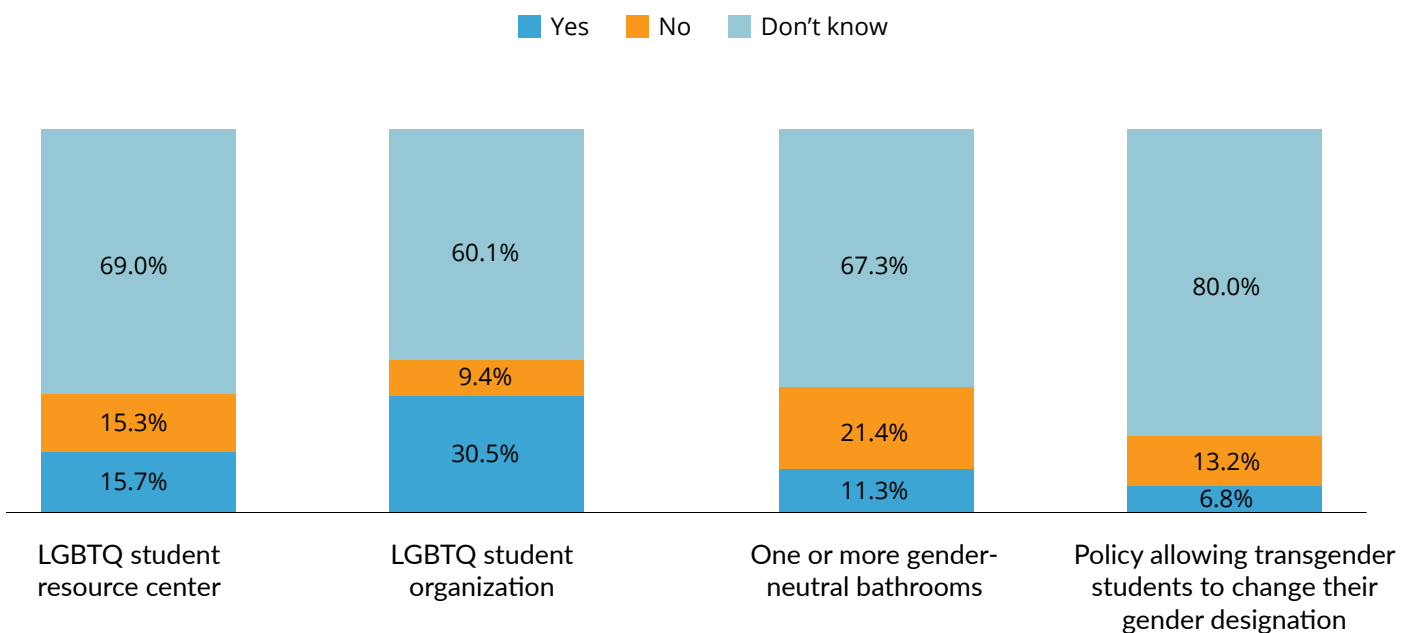
Figure 9. Number of indicators of LGBTQ inclusion in community college among LGBTQ adults ages 18-40 (n=232) by race



Note: The differences in proportions between LGBTQ POC and White LGBTQ participants are not statistically significantly different at $p < 0.05$.

A college-recognized LGBTQ student organization was the most often reported resource; about a third of LGBTQ people (30.5% of POC and 37.9% of White participants) said that their community college had a student-led LGBTQ student organization while more than one in seven LGBTQ participants (15.7% of POC and 16.7% of White participants) said that their school had an LGBTQ student resource center. About one in four LGBTQ participants (26.8% of POC and 25.4% of White participants) reported that campus buildings displayed LGBTQ symbols (rainbow flag, pink triangle, pictures of famous LGBTQ people), about one in five (19.2% of POC and 19.8% of White participants) indicated that their community college had one or more “out” LGBTQ faculty, staff, or administrators, 16.2% of POC LGBTQ and 21.6% of White LGBTQ participants reported that LGBTQ issues were integrated into existing courses.

Figure 10. Select indicators of LGBTQ inclusion at community college among POC LGBTQ adults ages 18-40 (n=94)



Resources specific to transgender students (as compared to general LGBTQ resources) were less commonly noted by LGBTQ participants—including the presence of at least one gender-neutral bathroom (11.3% of POC and 18.6% of White participants) and a policy of allowing transgender students to change their gender designation on their program records or documents (6.8% of POC and 5.5% of White participants).

Few LGBTQ participants, POC (13.4%) and White (10.2%) alike, reported that their community college had LGBTQ-supportive counseling services—with a staff that is knowledgeable about the needs and experiences of LGBTQ students and their concerns. Few LGBTQ POC and White LGBTQ participants (10.9% and 5.9%, respectively) reported that their community college had LGBTQ-informed health services, such as having staff members that are knowledgeable about the needs and experiences of LGBTQ students and their concerns (e.g., PrEP daily medication for HIV prevention, hormone therapy).

Few LGBTQ participants, 12.3% of LGBTQ POC and 5.4% of White LGBTQ participants, reported that senior administrators (e.g., chancellor, president, vice-president, academic deans, senior diversity officer) at their community colleges explicitly included the terms “LGBT” (or “sexual orientation,” and “gender identity/expression”) when publicly discussing multicultural and/or diversity issues on campus.

EXPERIENCES IN FOUR-YEAR COLLEGE

School Characteristics

LGBTQ POC attended four-year colleges in all regions of the U.S.; however, more were based in the South (39.2%) than in the Northeast (20.1%), Midwest (18.1%), or West (19.9%) (Table 5b). About two-thirds (68.7%) attended a public college, while about a third (30.4%) attended private institutions (0.9% didn't know if their school was public or private). The distributions of participants across regions and public vs. private school types were statistically similar across demographic groups.

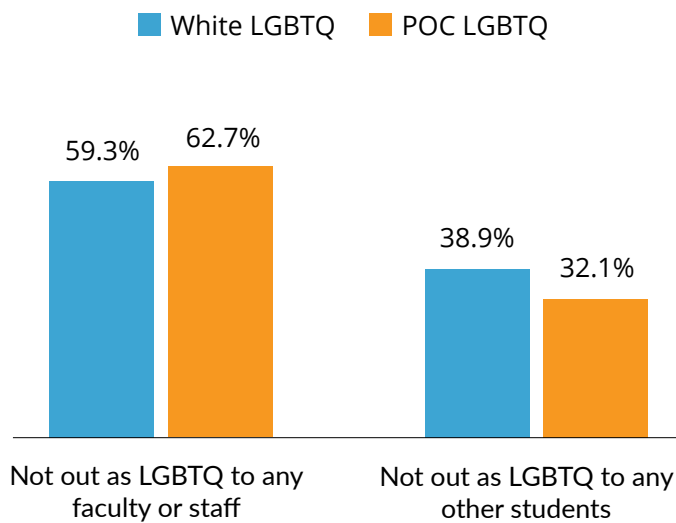
Drop Out

More than a third (37.1%) of LGBTQ POC reported that they had ever dropped out of a four-year college, transferred colleges, or seriously considered dropping out—an experience shared across demographic groups (45.2% of White LGBTQ, 32.1% of LGBTQ POC, 38.8% of White non-LGBTQ participants).

Outness

Majorities of LGBTQ POC (62.7%) and White LGBTQ (59.3%) participants were not “out” to any teachers/faculty and program staff while in college. More LGBTQ people were out to peers than to adult staff. About a third of participants, 32.1% of LGBTQ POC and 38.9% of White LGBTQ participants were not out to any students in four-year college.

Figure 11. Outness as LGBTQ to faculty, staff, or students in four-year college among LGBTQ adults ages 18 to 40 (n=359) by race

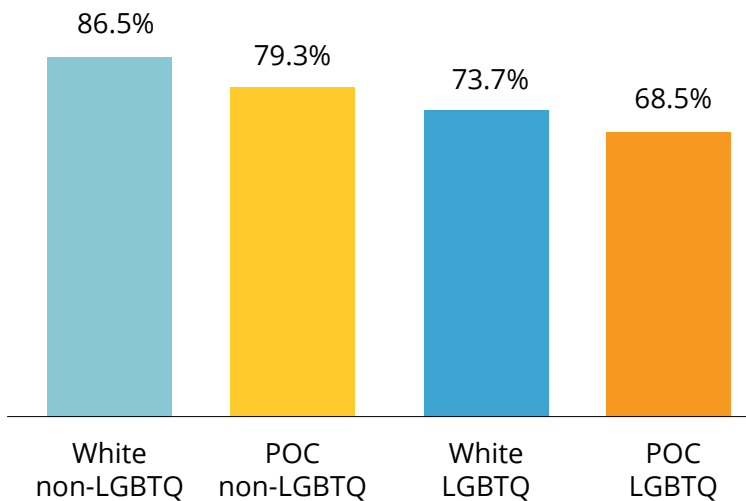


Note: The differences in proportions between White LGBTQ and LGBTQ POC are not statistically significantly different at $p < 0.05$.

Belonging

When asked whether they felt a sense of belonging while in a four-year college, fewer LGBTQ POC reported belonging compared to White non-LGBTQ people (68.5% vs 86.5%, respectively), with non-LGBTQ POC and White LGBTQ groups falling in-between (Table 5b).

Figure 12. Sense of belonging in four-year college among adults ages 18 to 40 (n=629) by race and LGBTQ status



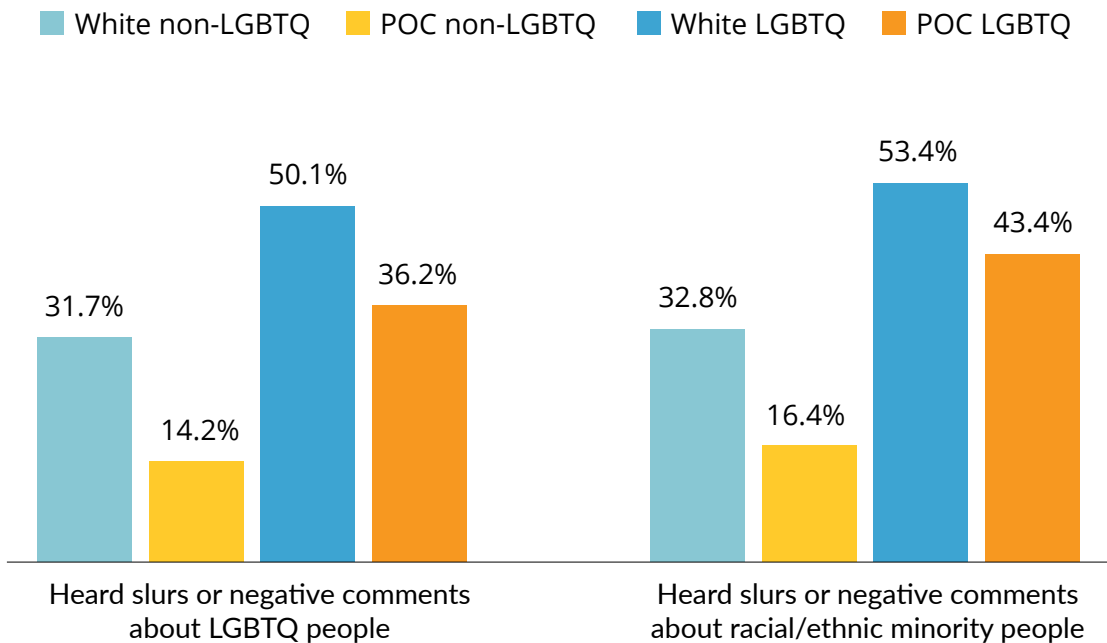
Safety

Slightly more than one in 10 (11.5%) LGBTQ POC did not feel safe at school in the four-year college that they had attended. As shown in Table 5b, these proportions were statistically similar across demographic groups (6.7% of White non-LGBTQ, 8.2% of non-LGBTQ POC, and 6.3% of White LGBTQ participants).

School Climate

About one in three (36.2%) LGBTQ POC reported hearing slurs or negative comments about LGBTQ people at their four-year college—more than twice as many as their non-LGBTQ POC peers (14.2%). About half (50.1%) of White LGBTQ participants reported this experience—also more often than their White non-LGBTQ peers (31.7%). About four out of ten (43.4%) LGBTQ POC reported hearing slurs or negative comments about racial-ethnic minority people at their four-year college. The proportion of each demographic group who heard racial-ethnic slurs or negative comments varied across groups and was similar to the pattern observed for LGBTQ slurs (53.4% of White non-LGBTQ, 16.4% of non-LGBTQ POC, and 32.8% of White LGBTQ participants).

Figure 13. Heard racial or LGBTQ slurs or negative comments in four-year college among adults ages 18 to 40 (n=629) by race and LGBTQ status

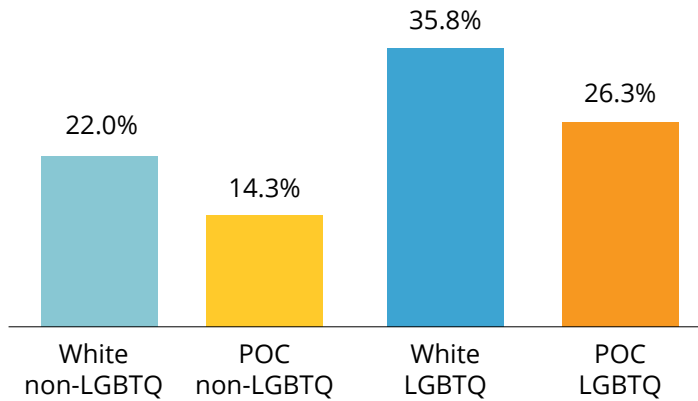


Unfair Treatment, Violence, and Harassment

Statistically similar proportions (range 17.6% to 24.9%) of participants across race and LGBTQ groups reported any unfair treatment (for any reason) by teachers, staff, and school administrators in four-year college. About a quarter (26.3%) of LGBTQ POC indicated that they had experienced bullying, harassment, or assault at a four-year college—statistically similar to the proportion (35.8%)

reported by White LGBTQ participants. Smaller proportions of non-LGBTQ participants (14.3% of non-LGBTQ POC and 22.0% of White non-LGBTQ participants) compared to LGBTQ participants reported these experiences.⁶

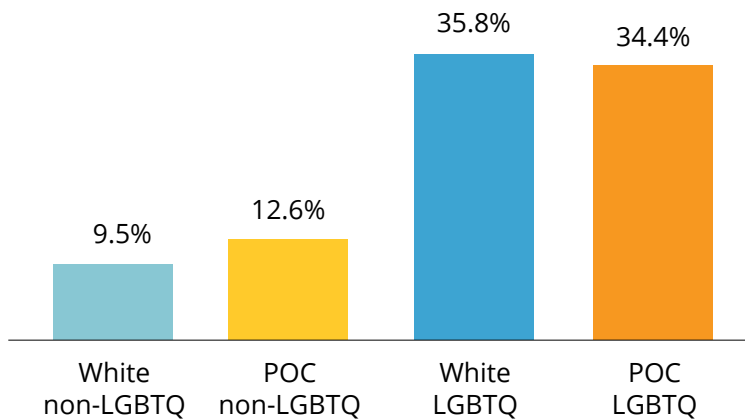
Figure 14. Any bullying, harassment, or assault in four-year college among adults ages 18 to 40 (n=629) by race and LGBTQ status



Mental Health

More than a third of LGBTQ POC and White LGBTQ participants reported poor mental health during four-year college—far more than their same-race non-LGBTQ peers. Specifically, 34.4% of LGBTQ POC and 35.8% of White LGBTQ and said that their mental health was not good all or most of the time, compared to 12.6% of non-LGBTQ POC and 9.5% of White non-LGBTQ participants.

Figure 15. Mental health not good all or most of the time when in four-year college among adults ages 18 to 40 (n=629) by race and LGBTQ status



⁶ Differences between POC LGBTQ and non-LGBTQ participants and White LGBTQ and non-LGBTQ participants in the proportions that reported any bullying, harassment, or assault are statistically significantly different at $p < 0.05$.

School-Level Indicators of LGBTQ Inclusion

In general, LGBTQ participants were more likely to report that their four-year colleges had resources (e.g., student resource center) and indicators of LGBTQ inclusion (e.g., policy to change gender markers, symbols displayed in buildings than non-LGBTQ participants (Table 6b). Findings for LGBTQ participants are reported in the figure below, while findings for non-LGBTQ groups are available in Table 6b. As shown at the bottom of Table 6b, 45.5% and 41.1% of LGBTQ POC and White LGBTQ participants, respectively, reported that their four-year college had 6 or more school-level indicators of LGBTQ inclusion, similar proportions reported the presence of 1-5 indicators (43.1% and 45.0%, respectively) and minorities of each group (11.4% and 13.9%, respectively) attended a four-year college that had no indicators of LGBTQ inclusion. There were no statistically significant differences between LGBTQ POC and White LGBTQ participants in the proportions reporting each resource or indicator of inclusion nor in the number of indicators of inclusion reported by either group.

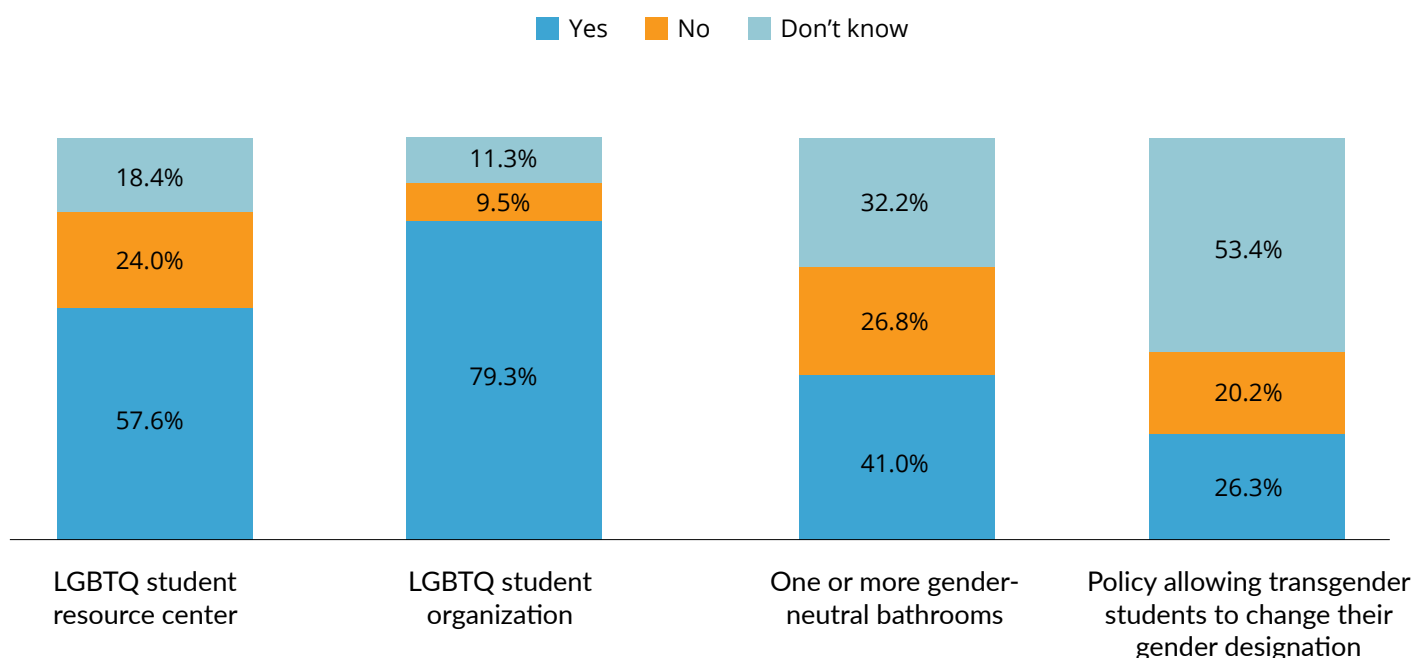
Figure 16. Number of indicators of LGBTQ inclusion in four-year college among LGBTQ adults ages 18-40 (n=361) by race



Note: The differences in proportions between White LGBTQ and LGBTQ POC are not statistically significantly different.

A college-recognized LGBTQ student organization was the most often reported resource; about four-fifths of LGBTQ participants (79.3% of POC and 78.6% of White participants) said that their college had a student-led LGBTQ student organization while about half or more of LGBTQ participants (57.6% of POC and 48.6% of White participants) said that their school had an LGBTQ student resource center. More than half of LGBTQ participants (58.4% of POC and 61.0% of White) reported that campus buildings displayed LGBTQ symbols (rainbow flag, pink triangle, pictures of famous LGBTQ people), half or more (53.5% of POC and 57.8% of White) indicated that their college had one or more “out” LGBTQ faculty, staff, or administrators, and about half (51.4% of LGBTQ POC and 45.3% of White LGBTQ participants) reported that LGBTQ issues were integrated into existing courses.

Figure 17. Select indicators of LGBTQ inclusion at four-year college among POC LGBTQ adults ages 18-40 (n=120)



Resources specific to transgender students (as compared to general LGBTQ resources) were less commonly noted by LGBTQ participants—including the presence of at least one gender-neutral bathroom (41.0% of POC and 46.2% of White participants). Among LGBTQ participants who attended four-year college, 26.3% of POC participants and 24.4% of White participants reported that their college had a policy or practice of allowing transgender students the ability to change their gender designation on their program records. More than half of those who had attended a four-year college did not know if their school had this policy or practice. Less than a third, 30.3% of LGBTQ POC and 28.8% of their White LGBTQ peers, indicated that their four-year college offered gender-inclusive housing. Gender-inclusive housing was defined as housing not segregated into men's and women's spaces—including double and multiple occupancy bedrooms—and welcoming to students who identify outside of the gender binary "man/woman." More than a third did not know if their school offered this type of housing.

A third or more of LGBTQ participants, POC (35.4%) and White (40.0%), respectively, reported that their four-year college had LGBTQ-supportive counseling service—with a staff that is knowledgeable about the needs and experiences of LGBTQ students and their concerns. Just under half, 45.0% of LGBTQ POC and 47.5% of White LGBTQ participants did not know if their college had such services.

Fewer LGBTQ participants reported that their college had LGBTQ-informed health services—that is, with a staff that is knowledgeable about the needs and experiences of LGBTQ students and their concerns (e.g., PrEP daily medication for HIV prevention, hormone therapy). About a third of participants (33.9% of LGBTQ POC and 27.3% of White LGBTQ) indicated that their four-year colleges had LGBTQ-informed health services. Approaching half or more—45.9% of LGBTQ POC and 60.0% of White LGBTQ participants—did not know if their college had such services.

Slightly over a third of LGBTQ participants, 36.0% of LGBTQ POC and 36.8% of White LGBTQ participants, reported that senior administrators (e.g., chancellor, president, vice-president, academic deans, senior diversity officer) at their colleges explicitly included the terms “LGBT” (or “sexual orientation,” and “gender identity/expression”) when publicly discussing multicultural and/or diversity issues on campus.

FINANCIAL SUPPORT FOR EDUCATIONAL EXPENSES IN COMMUNITY COLLEGE AND FOUR-YEAR COLLEGE

LGBTQ people of color, like other groups, reported a range of funding sources for educational expenses (tuition and fees, living expenses), including family resources, savings or work, grants, scholarships, and loans (Tables 7a and 7b). Grants and scholarships were reported more often as funding sources by POC LGBTQ people for community college as compared to White non-LGBTQ counterparts (75.7% vs. 50.8%) (Table 7a). No other differences in sources of financial support in community college or four-year college were statistically significant across groups.

Federal Loans and Other Student Debt

A third (33.3%) of LGBTQ POC reported having current federal student loans, similar to the proportion (37.0%) of their White LGBTQ peers (Table 8). Larger proportions of LGBTQ participants, both POC and White, had federal student loans than their non-LGBTQ POC (24.7%) and White (22.1%) counterparts. After adjusting for differences in the age composition of all groups, only the difference between the White LGBTQ and non-LGBTQ groups remained statistically significant.⁷

Among all LGBTQ POC, 12.5% owed less than \$10,000, 15.6% owed between \$10,000 to under \$50,000, and 5.3% owed \$50,000 or more in federal student loans. Nearly one in five (17.2%) LGBTQ POC held other student debt in the form of private student loans from a bank or other lending institution or from credit cards or other loans. Findings were similar for other groups (see Table 8 for further information.)

⁷ The age-adjusted odds of having federal loans among LGBTQ POC vs. non-LGBTQ POC was greater than one (Odds Ratio 1.5, 95% Confidence Interval 0.9, 2.6), but was not statistically significantly different. White LGBTQ participants were more likely to have loans than White non-LGBTQ participants (age-adjusted OR 2.0, 95% CI 1.4, 3.1.)

CONCLUSIONS

Among Access to Higher Education Survey participants, one in seven LGBTQ people of color reported that unfair treatment, harassment, or bullying related to being LGBTQ had been a barrier to their academic success and to obtaining the amount of education that they desired. When asked about their lifetime school experiences, almost a quarter of LGBTQ people of color indicated that they felt that they didn't fully belong because they are LGBTQ. Three out of five LGBTQ people of color were not out to any teachers/faculty or program staff at community- and four-year colleges. About a third or more were not out to other students.

More LGBTQ students of color, like their White LGBTQ peers, were exposed to bullying, harassment, or assault in community and four-year colleges than their non-LGBTQ counterparts. Nearly one in six LGBTQ people of color reported any bullying, harassment, or assault in community college. About a quarter of LGBTQ people of color experienced bullying, harassment, or assault in four-year college—nearly twice as many as their non-LGBTQ people of color peers. A quarter to one-third of LGBTQ people of color reported that their mental health was poor in community college and four-year college, respectively. And yet, only a third of LGBTQ people of color who attended four-year college reported the presence of LGBTQ-supportive counseling services or LGBTQ-informed health services at their schools. Such resources were less commonly reported at community colleges. Nearing half (45.5%) of LGBTQ people of color attended four-year colleges that had several (six or more of 11) LGBTQ-inclusive resources (e.g., gender-neutral bathrooms, the integration of LGBTQ issues into existing courses), while, in contrast, half (50.9%) of LGBTQ POC who attended community colleges indicated that their school had no LGBTQ-inclusive resources. Few of those who attended community or four-year college indicated that their school had resources for transgender students.

While many LGBTQ students of color have families who accept them as LGBTQ people and support them, some do not. Similarly, while some LGBTQ people of color are raised in middle- and upper-income households, students of color, on average, are more likely to be first-generation college students and to come from lower-income households than their White LGBTQ peers. Despite lower family socioeconomic status, family support for higher education among LGBTQ POC was high and was comparable to that reported by White LGBTQ peers.

Although about one-third of LGBTQ POC received a lot of information about college applications from high school counselors and teachers, another third received very little or no information about college applications from these sources. More than a third of LGBTQ POC indicated that they received very little or no information about college entrance exams, letters of recommendation, and financial aid. While akin to levels of informational support reported by other demographic groups, the importance of this information from formal supports may be greater for LGBTQ high school students of color, as well as non-LGBTQ students of color, because fewer of their parents may be able to provide guidance on the application process relative to their White peers.

When in high school, fewer LGBTQ people of color aspired to obtain a four-year degree than their White LGBTQ peers, and, by the age of 25, fewer LGBTQ people of color had completed any post-secondary degree or certificate than their White LGBTQ peers. Educational aspirations and completion for LGBTQ people of color, on average, were similar to those for non-LGBTQ people of

color. Findings suggest resilience in that educational outcomes are not worse for LGBTQ people of color related to non-LGBTQ people of color despite experiences of LGBTQ stigma. Findings also suggest that high schools and colleges could do far more to support LGBTQ students of color in that the true potential of this group is limited by experiences of adversity related to both LGBTQ status and race.

Colleges that are concerned with minority student retention and success should consider evaluating training needs related to institutional non-discrimination policies, assessing the LGBTQ-inclusivity of their campus (e.g., via the [Campus Pride Index](#)), and working with student groups on strategies to promote inclusion and sense of belonging on campus. Given that participating in LGBTQ student groups may not have the same benefits for LGBTQ students of color,³² additional attention to establishing support for LGBTQ students of color is warranted. Colleges may consider increasing the representation of LGBTQ people of color faculty and offering professional development to educators and administrators that can help them cultivate support for their LGBTQ students of color. Finally, colleges should also consider assessing the LGBTQ- and racial-ethnic competence of their health and counseling and violence prevention and response services, making improvements as needed, and working to ensure that students are aware of resources.

AUTHORS

Kerith J. Conron, Sc.D., M.P.H., is the Blachford-Cooper Distinguished Scholar and Research Director at the Williams Institute.

Kathryn K. O'Neill, M.P.P., is the Peter J. Cooper Policy Fellow and a Policy Analyst at the Williams Institute UCLA School of Law.

Mariella Arredondo, Ph.D., is an Assistant Research Scientist for the Center on Education and Lifelong Learning at the Indiana Institute for Disability and Community, Indiana University.

Rubeen Guardado, M.P.H., is a Policy Analyst at the Williams Institute.

ACKNOWLEDGEMENTS

This study would not have been possible without the generous support of the Point Foundation and the thought partnership of Jorge Valencia, Executive Director, Ted Farley, Deputy Executive Director, and James Williams, Board Chair Emeritus. The Point Foundation has been conducting surveys of LGBTQ undergraduate and graduate students applying for scholarships for several years, and many questions in this survey were informed by this prior work. The authors thank Andrew R. Flores, Visiting Scholar at the Williams Institute and Co-Investigator of the Access to Higher Education Project, for his contributions to study design and survey development. We also thank the scientific advisory board which provided crucial guidance in the development of this survey. The board included Mariella Arredondo (Indiana University, Bloomington), Abbie Goldberg (Clark University), Michelle Marzullo (California Institute of Integral Studies), and Dan Merson (Rankin and Associates Consulting). This team helped to shape the topics covered in this survey and reviewed iterations of the survey tool. The survey was also reviewed by Willa Mei Kurland (University of Washington, Seattle). Several items on the questionnaire were modeled upon questions used in Higher Education Research Institute (HERI) surveys; we are grateful for their permission to use these items. The authors also thank Brad Sears, David Sanders Distinguished Scholar of Law & Policy and Founding Executive Director of the Williams Institute, for his contributions to the lifetime school experiences questions included on the Access to Higher Education Survey. We thank Andrew Flores, Gregory Davis, Richard Taylor Law Teaching Fellow, and Elana Redfield, Federal Policy Director, for their helpful feedback on prior drafts of this report.

SUGGESTED CITATION

Conron, K.J., O'Neill, K, Arrendondo, M., & Guardado. R. (2023). Educational Experiences of LGBTQ People of Color: Findings from a National Probability Survey. The Williams Institute, UCLA and the Point Foundation, Los Angeles, CA.

APPENDIX

METHODS

The Access to Higher Education Survey was an anonymous cross-sectional survey conducted between January 15 and February 10 2021 with 1,079 U.S. adults ages 18 to 40 sampled from the KnowledgePanel maintained by Ipsos that is representative of U.S. adults. Panelists were recruited via stratified sampling on LGBTQ status, using existing panel demographic data about sexual orientation, gender identity, and sex assigned at birth, to recruit LGBTQ and non-LGBTQ volunteers in similar proportions. In total, the survey was completed in English by 572 LGBTQ and 507 non-LGBTQ adults.

KnowledgePanel panelists are primarily recruited by address-based sampling with a random sample of households drawn from the latest Delivery Sequence File of the U.S. Postal Service (USPS)—a database with full coverage of all delivery points in the U.S. All persons in selected households are invited to join and participate in KnowledgePanel. Ipsos provides selected households that do not already have internet access a tablet and internet connection at no cost to them. Those who join the panel and who are selected to participate in a survey are sent a unique password-protected log-in used to complete surveys online. Panelists receive reward points or incentives such as cash payments to participate in surveys. Survey participation is voluntary.

The Access to Higher Education Survey was developed to gather data about experiences in various educational settings (e.g., high school, community college, graduate school), including harassment, experiences with services, institutional policies, educational aspirations, support and barriers, mental health, educational financing, student debt, and similar topics. The survey was developed in consultation with an advisory board of experts in higher education and related fields. Where possible, survey questions were modeled on questions used in large surveys of higher education, such as those created by the Higher Education Research Institute, or on other large, federally funded surveys.

Descriptive analyses were conducted using Stata v15.1 statistical software and include design-based F-tests (Rao-Scott chi-square tests and t-tests) of differences in proportions to assess whether outcomes vary across demographic groups at an alpha of 0.05⁸. Confidence intervals (95% CI) were included to communicate the degree of uncertainty around an estimate due to sampling error. All analyses were weighted using sampling weights provided by Ipsos. Sampling weights account for the probability of selection and non-response, and they adjust for response bias by gender and age, race/ethnicity, education, Census region, metropolitan status, and household income to align with benchmarks from the U.S. population ages 18 to 40 as reported in the 2020 March supplement of the U.S. Census Bureau's Current Population Survey. The study protocol was reviewed and approved by Institutional Review Board at UCLA.

⁸ J. N. K. Rao, A. J. Scott, On chi-squared tests for multiway contingency tables with cell proportions estimated from survey data. *Ann. Stat.* 12, 46–60 (1984).

TABLES

Background Characteristics and Lifetime Experiences

Table 1. Characteristics of participants ages 18-40 (N=1,079) in the Access to Higher Education Survey by race and LGBTQ status

	WHITE NON-LGBTQ N=320		POC NON-LGBTQ N=187		WHITE LGBTQ N=352		POC LGBTQ N=220		F TEST#
	%	95% CI	%	95% CI	%	95% CI	%	95% CI	P-VALUE
Age									
18-24	26.3	20.9, 32.6	31.9	24.4, 40.5	37.7	30.5, 45.6	37.6	28.2, 48.1	0.06
25-29	23.5	19.1, 28.5	22.5	16.9, 29.3	27.3	21.6, 33.9	27.0	20.3, 35.0	
30-34	23.5	19.1, 28.5	21.3	16.0, 27.8	16.8	12.6, 22.2	20.6	14.3, 28.8	
35-40	26.7	22.2, 31.7	24.3	18.8, 30.7	18.1	13.7, 23.5	14.7	10.3, 20.6	
Sex and gender									
Cisgender male	53.0	47.2, 58.7	48.3	40.6, 56.0	31.3	24.7, 38.7	29.6	21.9, 38.6	
Cisgender female	47.0	41.3, 52.8	51.7	44.0, 59.4	53.8	46.5, 61.0	60.5	51.1, 69.2	
Transgender					14.9	10.6, 20.5	9.9	5.5, 17.3	
Sexual orientation identity									
Gay or lesbian	0.0		0.0		27.0	20.9, 34.1	34.8	26.5, 44.2	
Straight	100.0		100.0		0.6	0.2, 2.1	2.3	0.3, 14.5	
Bisexual	0.0		0.0		53.8	46.5, 60.9	47.8	38.6, 57.2	
Something else	0.0		0.0		18.6	13.8, 24.6	15.0	10.2, 21.7	
Race-ethnicity									
White, non-Hispanic	100.0		0.0		100.0		0.00		
Latino/a			48.9	41.2, 56.7			41.1	32.6, 50.1	
Black, non-Hispanic			28.7	22.1, 36.2		--	39.0	29.8, 49.0	
Asian, Hawaiian or Pacific Islander, American Indian, non-Hispanic			18.5	13.2, 25.3			12.3	7.3, 20.0	
More than one race, non-Hispanic			4.0	2.3, 6.6			7.7	3.8, 14.8	
Lifetime attendance									
Vo-tech program	16.5	12.5, 21.3	9.7	6.0, 15.2	17.2	12.3, 23.5	14.5	9.8, 20.9	0.20
Community college	31.9	26.7, 37.6	33.7	26.6, 41.7	39.6	32.8, 47.0	37.6	29.1, 47.1	0.40
Four-year college	51.6	45.7, 57.4	45.7	38.0, 53.6	66.4	59.4, 72.7	47.0	37.8, 56.4	0.00
Graduate program	16.1	12.6, 20.3	9.1	6.0, 13.5	11.5	8.6, 15.3	10.5	7.0, 15.6	0.07

	WHITE NON-LGBTQ N=320		POC NON-LGBTQ N=187		WHITE LGBTQ N=352		POC LGBTQ N=220		F TEST#
	%	95% CI	%	95% CI	%	95% CI	%	95% CI	P-VALUE
Educational attainment									
Less than high school	5.0	2.9, 8.4	10.1	6.3, 15.6	3.7	1.9, 7.3	4.2	1.2, 13.2	0.03
High school	39.6	33.9, 45.6	39.0	31.5, 47.0	38.0	31.1, 45.5	47.9	38.4, 57.5	
Vo-tech certificate, license, or degree	9.6	6.6, 13.8	7.8	4.5, 13.0	8.2	5.4, 12.3	9.3	5.4, 15.4	
Associate degree	9.7	6.8, 13.8	16.7	11.5, 23.7	14.9	10.0, 21.5	8.1	5.1, 12.5	
Bachelor's degree	22.8	18.5, 27.8	16.4	11.7, 22.6	28.0	21.9, 34.9	23.1	16.1, 31.9	
Graduate degree	13.3	10.2, 17.2	10.0	6.8, 14.6	7.2	5.0, 10.2	7.6	4.6, 12.2	
Current student	16.1	11.8, 21.5	21.9	15.5, 29.9	28.9	22.4, 36.4	28.1	19.6, 38.5	0.04
Individualized Education Program (IEP) or other accommodations at school prior to age 18	11.0	7.7, 15.3	10.0	6.1, 15.8	15.5	11.3, 20.7	10.1	6.5, 15.4	0.38
Childhood Socioeconomic status									
Parental educational attainment < high school	25.0	20.4, 30.3	34.0	27.2, 41.5	17.5	13.1, 22.9	33.5	25.1, 43.2	0.00
Before you were 18 years old, did anyone in your household ever receive public assistance, welfare payments, or food stamps?									
Yes	22.0	17.5, 27.4	35.8	28.6, 43.7	24.4	18.8, 31.0	35.4	26.9, 44.8	0.01
No	70.1	64.4, 75.2	55.9	48.1, 63.5	64.9	57.9, 71.4	52.4	43.0, 61.6	
Don't know	7.9	5.3, 11.5	8.3	5.1, 13.1	10.6	7.2, 15.5	12.3	7.6, 19.1	

CI: Confidence Interval. Bold p-values are statistically significant. # F test for test of difference in proportions.

Table 2. Outness and parental acceptance of LGBTQ participants ages 18-40 (n=572) in the Access to Higher Education Survey by race

	WHITE LGBTQ N=352		POC LGBTQ N=220		F TEST#
	%	95% CI	%	95% CI	P-VALUE
About how old were you when you first thought of yourself as LGBTQ?					
10 and under	7.3	4.7, 11.4	17.1	11.7, 24.2	0.10
11 to 14	33.4	26.9, 40.6	37.7	28.8, 47.4	
15 or 16	22.2	17.0, 28.6	15.7	10.0, 23.8	
17 or 18	13.8	9.0, 20.7	13.0	7.1, 22.5	
19 to 25	18.2	13.3, 24.5	13.6	8.8, 20.5	
Over the age of 25	4.9	2.2, 10.4	3.0	1.4, 6.2	
About how old were you when your parent/guardian(s) first knew that you are LGBTQ					
10 and under	1.3	0.5, 3.3,	5.6	2.4, 12.4,	0.26
11 to 14	8.2	4.8, 13.6,	7.9	4.7, 13.0,	
15 or 16	12.4	8.0, 18.6,	13.1	7.8, 21.2,	
17 or 18	17.1	12.0, 23.9,	10.7	5.4, 20.3,	
19 to 25	18.9	14.3, 24.5,	17.9	12.1, 25.6,	
Over the age of 25	6.9	3.8, 12.3,	7.8	4.9, 12.4,	
Not applicable, they do not know I am LGBTQ	35.2	28.6, 42.4,	37.0	28.3, 46.6,	
When you were in high school, how accepting of you as a LGBTQ person was the parent/guardian who spent the most time with you?	n=113		n=69		0.63
Among LGBTQ respondents who were out to their parents/guardians at age 18 or younger.					
Not at all or a little	27.8	18.3, 40.0	33.4	21.0, 48.5	
Somewhat	21.2	12.7, 33.1	25.8	12.4, 46.0	
Quite a bit or completely	51.0	38.5, 63.4	40.8	26.1, 57.3	
When you were in high school, how accepting of you as a LGBTQ person was a second parent/guardian?	n=97		n=54		0.79
Among LGBTQ respondents who were out to their parents/guardians at age 18 or younger and reported a second parent/guardian.					
Not at all or a little	37.7	25.5, 51.6	45.2	28.6, 62.8	
Somewhat	21.4	11.4, 36.6	21.0	7.6, 46.0	
Quite a bit or completely	40.9	28.5, 54.6	33.9	19.9, 51.4	
Current housing status					
Your own place (such as apartment, house, trailer)	68.0	60.4, 74.8	59.2	49.5, 68.2	0.15
Your parents'/guardians' home	24.2	18.0, 31.8	34.3	25.6, 44.2	
Another person's home	3.4	1.9, 5.9	3.5	1.4, 8.6	
Group quarters (such as dormitory, barracks, group home, hospital, communal home)	3.9	1.6, 9.1	2.3	0.9, 5.5	
Homeless - no regular place to stay	0.1	0.0, 0.8	--	--	
Other	0.4	0.1, 2.7	0.8	0.2, 2.4	

	WHITE LGBTQ N=352		POC LGBTQ N=220		F TEST [#]
Currently, how accepting of you as an LGBTQ person are your parents/guardians?	n=51		n=62		
<i>Among those currently living with their parents/guardians</i>					
Not at all or a little	6.4	2.6, 14.9	9.7	4.5, 19.8	0.22
Somewhat	15.7	6.5, 33.3	13.8	6.5, 26.9	
Quite a bit or completely	46.2	29.9, 63.4	62.0	45.8, 75.9	
Not applicable - not out to parents	31.7	17.9, 49.7	14.5	7.6, 25.7	

CI: Confidence Interval. [#]F test for test of difference in proportions.

Table 3. Educational aspirations and encouragement during high school among adults ages 18-40 (n=1,066) in the Access to Higher Education Survey by race and LGBTQ status

	WHITE NON-LGBTQ N=316		POC NON-LGBTQ N=185		WHITE LGBTQ N=349		POC LGBTQ N=216		F TEST#
	%	95% CI	%	95% CI	%	95% CI	%	95% CI	P-VALUE
When you were in high school, what was the highest academic degree that you wanted to obtain? (n=1,065)									
None	4.6	2.7, 7.5	4.6	2.4, 8.6	3.6	1.9, 6.8	3.1	1.3, 7.1	0.00
High school (or GED or equivalent)	25.6	20.8, 31.1	27.4	21.1, 34.9	12.0	8.3, 17.1	24.5	17.3, 33.4	
Vocational/technical/ trade certificate	2.8	1.3, 6.1	0.6	0.1, 3.0	0.6	0.1, 4.5	0.7	0.2, 2.5	
Vocational/technical/ trade degree or license	4.2	2.2, 7.9	2.1	0.8, 5.4	2.3	0.9, 5.4	3.0	1.1, 8.2	
Associate degree (A.A. or equivalent)	5.5	3.3, 9.3	6.0	3.2, 11.2	2.7	1.4, 5.1	9.3	4.5, 18.3	
Bachelor’s degree (B.A., B.S.)	35.7	30.4, 41.4	40.0	32.5, 48.0	53.0	45.8, 60.2	34.6	26.3, 43.9	
Graduate degree	19.0	14.8, 23.9	17.5	12.4, 24.0	25.1	19.4, 32.0	23.8	16.6, 32.8	
Other: (specify)	2.6	1.2, 5.3	1.8	0.6, 5.7	0.6	0.2, 1.9	0.9	0.2, 4.3	
How much did your parent(s)/guardian(s) encourage you to go to college?									
Encouraged a lot	59.2	53.3, 64.8	70.0	62.6, 76.4	66.9	60.1, 73.0	69.0	60.5, 76.4	0.12
Encouraged a little	19.5	15.2, 24.6	11.4	7.4, 17.1	13.0	9.2, 18.2	13.0	8.5, 19.2	
Neither encouraged nor discouraged me	18.8	14.7, 23.8	17.2	12.3, 23.5	18.2	13.7, 23.8	13.4	8.7, 20.1	
Discouraged me from going to college	2.5	1.2, 5.0	1.4	0.5, 3.8	1.8	0.7, 4.8	4.6	2.1, 9.9	

	WHITE NON-LGBTQ N=316		POC NON-LGBTQ N=185		WHITE LGBTQ N=349		POC LGBTQ N=216		F TEST#
	%	95% CI	%	95% CI	%	95% CI	%	95% CI	P-VALUE
How much did other family members encourage you to go to college?									
Encouraged a lot	44.0	38.3, 49.9	55.8	47.9, 63.4	46.2	39.0, 53.6	54.6	45.1, 63.8	0.15
Encouraged a little	27.2	22.3, 32.7	21.9	16.0, 29.2	25.2	19.1, 32.4	15.9	10.5, 23.5	
Neither encouraged nor discouraged me	26.6	21.9, 31.9	20.9	15.4, 27.8	27.2	21.5, 33.7	25.5	18.3, 34.3	
Discouraged me from going to college	2.2	1.0, 4.8	1.4	0.4, 4.2	1.4	0.4, 4.5	4.0	1.4, 10.9	
How much did school counselors encourage you to go to college?									
Encouraged a lot	41.1	35.5, 47.0	40.3	32.9, 48.3	53.9	46.6, 60.9	52.4	43.0, 61.7	0.08
Encouraged a little	27.9	23.0, 33.6	25.1	18.8, 32.6	20.7	15.9, 26.7	26.1	18.4, 35.7	
Neither encouraged nor discouraged me	30.3	25.2, 36.0	32.2	25.5, 39.9	23.8	18.6, 30.0	20.0	14.1, 27.6	
Discouraged me from going to college	0.6	0.2, 2.7	2.4	0.8, 6.9	1.6	0.4, 5.9	1.4	0.5, 4.4	
How much did teachers encourage you to go to college?									
Encouraged a lot	45.7	40.0, 51.6	47.6	39.9, 55.5	57.7	50.5, 64.5	53.8	44.3, 63.1	0.10
Encouraged a little	27.6	22.6, 33.1	22.6	16.8, 29.7	18.6	13.8, 24.5	27.9	20.2, 37.2	
Neither encouraged nor discouraged me	26.2	21.4, 31.7	28.5	22.0, 36.1	23.2	17.9, 29.6	17.9	11.4, 27.0	
Discouraged me from going to college	0.5	0.1, 1.8	1.2	0.4, 3.7	0.5	0.2, 1.9	0.3	0.0, 2.3	
How much did other adults (such as staff at youth programs/camps, therapist, religious advisor, employer, coach, Etc.) encourage you to go to college?									
Encouraged a lot	26.2	21.4, 31.6	30.8	24.0, 38.4	26.3	20.4, 33.2	29.0	21.0, 38.6	0.08
Encouraged a little	20.5	16.1, 25.8	13.7	9.3, 19.9	13.9	9.3, 20.3	18.5	12.3, 26.9	
Neither encouraged nor discouraged me	34.3	29.0, 40.0	34.1	27.0, 41.9	29.2	23.4, 35.8	21.6	15.2, 29.8	
Discouraged me from going to college	1.4	0.6, 3.5	1.3	0.5, 3.7	0.9	0.3, 3.2	1.2	0.4, 3.8	
Not applicable	17.6	13.5, 22.6	20.1	14.5, 27.3	29.6	23.1, 37.0	29.6	21.5, 39.3	
How much did friends encourage you to go to college? (n=1,061)									
Encouraged a lot	30.1	25.1, 35.8	32.4	25.4, 40.3	33.8	27.2, 41.0	39.9	31.0, 49.5	0.42
Encouraged a little	31.4	26.3, 37.0	32.9	26.0, 40.7	30.9	24.2, 38.6	22.3	15.7, 30.7	
Neither encouraged nor discouraged me	37.2	31.7, 43.1	31.4	24.6, 39.0	33.2	27.0, 40.1	36.2	27.5, 45.8	
Discouraged me from going to college	1.3	0.5, 3.4	3.3	1.6, 6.9	2.1	0.8, 5.2	1.6	0.4, 5.7	

	WHITE NON-LGBTQ N=316		POC NON-LGBTQ N=185		WHITE LGBTQ N=349		POC LGBTQ N=216		F TEST [#]
	%	95% CI	%	95% CI	%	95% CI	%	95% CI	P-VALUE
At your last high school, how much information did the counselors and teachers provide you about college applications?									
A lot of information	27.2	22.3, 32.7	26.7	20.4, 34.3	31.9	25.0, 39.8	32.6	24.1, 42.4	0.10
Some information	35.5	30.2, 41.3	38.3	30.9, 46.2	33.7	27.3, 40.7	33.0	24.5, 42.8	
Very little information	23.7	19.0, 29.2	22.6	16.8, 29.7	20.4	15.3, 26.6	21.0	14.7, 29.1	
No information at all	13.5	10.0, 18.0	12.3	8.3, 18.1	14.0	10.2, 19.1	13.4	8.8, 19.9	
At your last high school, how much information did the counselors and teachers provide you about college entrance exams?									
A lot of information	26.7	22.0, 32.1	24.1	18.0, 31.5	24.7	18.6, 32.0	26.1	18.6, 35.4	0.99
Some information	32.1	26.8, 37.9	38.0	30.7, 46.0	33.2	26.4, 40.7	32.5	24.1, 42.3	
Very little information	25.3	20.5, 30.7	21.3	15.7, 28.2	24.5	19.2, 30.7	24.0	17.0, 32.7	
No information at all	15.9	12.0, 20.7	16.6	11.6, 23.2	17.6	13.1, 23.3	17.3	11.6, 25.1	
At your last high school, how much information did the counselors and teachers provide you about letters of recommendation?									
A lot of information	18.7	14.6, 23.6	22.7	16.8, 29.9	25.7	19.4, 33.3	22.1	15.8, 30.1	0.43
Some information	39.3	33.7, 45.2	30.0	23.2, 37.9	29.7	23.2, 37.2	30.2	21.8, 40.1	
Very little information	21.7	17.2, 27.0	28.4	21.9, 35.9	22.9	17.8, 29.1	29.4	21.3, 39.0	
No information at all	20.3	16.0, 25.5	18.9	13.5, 25.8	21.6	16.7, 27.5	18.3	12.3, 26.3	
At your last high school, how much information did the counselors and teachers provide you about financial aid?									
A lot of information	17.9	13.7, 22.9	19.7	14.1, 26.9	16.1	10.9, 23.2	25.3	18.0, 34.2	0.74
Some information	34.6	29.3, 40.3	33.3	26.2, 41.1	37.6	30.7, 45.2	34.2	25.4, 44.2	
Very little information	26.9	22.0, 32.5	27.3	20.9, 34.8	24.8	19.4, 31.2	22.1	15.5, 30.5	
No information at all	20.6	16.3, 25.7	19.7	14.3, 26.7	21.4	16.4, 27.4	18.4	12.4, 26.4	

CI: Confidence Interval. Bold p-values are statistically significant. [#] F test for test of difference in proportions.

Table 4. Lifetime educational experiences due to being LGBTQ among White and People of Color adults ages 18-40 (n=563) in the Access to Higher Education Survey

	WHITE LGBTQ N=348		POC LGBTQ N=215		F TEST [#]
	%	95% CI	%	95% CI	P-VALUE
Thinking about your entire life, did you ever feel that you didn't fully belong at a school because you are LGBTQ?	29.5	23.2, 36.6	23.4	17.0, 31.2	0.23
Thinking about your entire life, did you ever feel that you had to hide your sexual orientation or gender identity, either fully or in part, at a school that you attended?	58.3	51.0, 65.2	42.7	33.7, 52.1	0.01
Any barrier to academic success because you are LGBTQ	10.0	6.6, 14.8	14.6	9.5, 21.7	0.20
Specific barrier to academic success because you are LGBTQ					
Unfair treatment at school	4.4	2.7, 7.0	10.4	6.1, 17.2	0.02
Harassment at school	8.2	5.1, 12.9	11.7	7.1, 18.7	0.29
Bullying at school	9.1	5.9, 13.9	11.8	7.3, 18.4	0.43
Any barrier to getting desired amount of education, training, or degree because you are LGBTQ	6.5	4.1, 10.2	14.6	9.5, 21.8	0.01
Specific barrier to getting desired amount of education, training, or degree because respondent is LGBTQ					
Unfair treatment at school	3.2	1.9, 5.4	10.6	6.2, 17.5	0.00
Harassment at school	5.0	3.1, 8.2	11.5	6.9, 18.6	0.02
Bullying at school	6.1	3.7, 9.7	11.0	6.7, 17.7	0.08

CI: Confidence Interval. Bold p-values are statistically significant. [#] F test for test of difference in proportions.

Community College

Table 5a. Community college selection and experiences reported by adults ages 18 to 40 (n=386) on the Access to Higher Education Survey by race and LGBTQ status

	WHITE NON-LGBTQ N=99		POC NON-LGBTQ N=55		WHITE LGBTQ N=138		POC LGBTQ N=94		F TEST#
	%	95% CI	%	95% CI	%	95% CI	%	95% CI	P-VALUE
School Selection									
Picked a community college in a different city or state from where you grew up because you thought it would be more welcoming of someone like you	4.4	1.6, 11.3	8.5	3.3, 20.1	6.0	2.1, 15.9	10.0	4.9, 19.2	0.61
Picked a community college in a different city or state from where you grew up to get away from family	2.9	1.1, 7.7	8.5	3.5, 19.3	9.0	3.9, 19.3	3.6	1.0, 12.2	0.27
Drop Out									
Ever dropped out of community college, transferred, or seriously considered doing so	35.5	26.3, 45.9	46.3	33.3, 59.8	36.0	26.3, 47.0	41.6	28.4, 56.2	0.58
School Characteristics									
Region of community college last attended									
Northeast	20.5	13.2, 30.5	18.6	10.2, 31.3	12.1	6.8, 20.7	7.9	2.6, 21.7	0.03
Midwest	31.4	22.7, 41.5	13.3	6.0, 27.1	27.1	18.2, 38.2	9.8	4.6, 19.6	
South	25.7	17.3, 36.4	34.7	22.3, 49.6	34.5	24.2, 46.5	46.0	31.4, 61.3	
West	22.4	15.0, 32.1	33.4	21.7, 47.7	26.3	17.6, 37.4	36.3	24.5, 50.1	
Other or outside U.S.									
Type of community college last attended									0.06
Public	88.0	79.3, 93.4	95.1	85.8, 98.4	99.3	96.7, 99.8	91.9	81.9, 96.6	
Private	4.6	1.7, 11.8	3.2	0.8, 12.0	0.0		3.9	1.4, 10.5	
Don't know	7.4	3.5, 15.2	1.7	0.2, 11.1	0.7	0.2, 3.3	4.2	1.1, 15.1	
Outness									
About how many teachers/faculty and program staff were you “out” to about being LGBTQ? (n=231)									
None	--	--	--	--	81.5	72.1, 88.2	65.4	49.9, 78.2	0.12
Only a few	--	--	--	--	9.6	5.9, 15.4	15.4	8.3, 26.8	
Most or all	--	--	--	--	8.9	4.0, 18.6	19.2	9.0, 36.3	
About how many other students were you “out” to about being LGBTQ (n=231)									
None	--	--	--	--	61.7	50.2, 72.1	48.4	34.0, 63.1	0.02
Only a few	--	--	--	--	26.5	17.8, 37.6	19.2	11.6, 30.2	
Most or all	--	--	--	--	11.8	6.2, 21.3	32.4	18.7, 49.8	

	WHITE NON-LGBTQ N=99		POC NON-LGBTQ N=55		WHITE LGBTQ N=138		POC LGBTQ N=94		F TEST [#]
	%	95% CI	%	95% CI	%	95% CI	%	95% CI	P-VALUE
School Climate									
Heard slurs or negative comments about LGBTQ people	14.3	8.6, 22.9	10.7	4.9, 22.1	24.7	16.5, 35.2	22.9	14.1, 35.1	0.11
Heard slurs or negative comments about racial/ethnic minority people (e.g., people who are Black, Latino/a, Middle Eastern, Asian)	15.0	9.1, 23.6	22.4	12.6, 36.6	27.1	18.3, 38.2	19.9	12.1, 31.0	0.32
Unfair Treatment, Violence, and Harassment									
Any unfair treatment by teachers, staff, school administrators	7.6	3.8, 14.5	16.6	8.6, 29.7	24.6	15.3, 37.2	18.5	10.6, 30.5	0.07
Any bullying, harassment, or assault	7.9	3.7, 16.1	6.3	2.3, 16.2	21.4	13.3, 32.6	16.2	8.9, 27.8	0.03
Belonging and Safety									
I felt a sense of belonging	78.5	68.6, 86.0	71.5	57.3, 82.4	56.0	44.5, 66.9	68.2	53.7, 79.8	0.04
I felt unsafe at the school	11.5	6.6, 19.3	13.5	6.5, 25.8	7.3	3.5, 14.5	10.7	5.5, 20.0	0.60
Mental Health									
Thinking about your mental health, which includes stress, depression, and problems with emotions, when you were in this community college, how often was your mental health not good?									
All or most of the time	12.2	6.6, 21.3	13.2	5.7, 27.6	41.0	30.5, 52.4	28.7	17.7, 43.1	0.00
Sometimes	29.1	20.7, 39.3	28.2	17.5, 42.1	35.4	25.0, 47.4	35.6	21.7, 52.4	
Rarely or never	58.7	48.2, 68.4	58.6	44.2, 71.6	23.6	15.6, 34.1	35.7	23.7, 49.8	

CI: Confidence Interval. Bold p-values are statistically significant. [#] F test for test of difference in proportions.

Table 6a. School-level indicators of LGBTQ inclusion at community college reported by adults ages 18 to 40 (n=386) on the Access to Higher Education Survey by race and LGBTQ status

	WHITE NON-LGBTQ N=99		POC NON- LGBTQN=55		WHITE LGBTQ N=138		F TEST#
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
Did your school have the following?							
LGBTQ student organization							
Yes	18.3	11.7, 27.5	29.4	18.1, 43.9	37.9	27.5, 49.4	0.13
No	24.3	16.6, 34.2	18.7	9.9, 32.3	14.9	8.1, 25.7	
Don't know	57.3	46.9, 67.1	51.9	38.0, 65.6	47.2	36.1, 58.6	
LGBTQ student resource center							
Yes	15.5	9.4, 24.6	10.9	5.0, 22.2	16.7	10.1, 26.1	0.48
No	25.9	17.9, 35.8	22.6	12.9, 36.5	28.3	18.9, 40.1	
Don't know	58.6	48.2, 68.3	66.5	52.3, 78.3	55.0	43.5, 66.0	
One or more “out” LGBTQ teachers, staff, or administrators							
Yes	16.1	9.6, 25.8	11.7	5.2, 24.2	19.8	12.2, 30.4	0.60
No	19.4	12.6, 28.7	12.1	5.6, 24.1	11.5	6.7, 18.9	
Don't know	64.5	54.0, 73.8	76.2	62.5, 86.0	68.7	57.8, 77.9	
LGBTQ symbols in campus buildings							
Yes	18.2	11.3, 28.0	17.3	9.0, 30.6	25.4	16.9, 36.3	0.48
No	27.0	18.9, 36.9	25.9	15.7, 39.7	27.7	19.8, 37.4	
Don't know	54.8	44.3, 64.9	56.8	42.6, 69.9	46.8	35.5, 58.4	
Integration of LGBTQ issues into existing courses							
Yes	17.6	10.9, 27.0	20.8	11.9, 33.9	21.6	13.0, 33.8	0.30
No	29.4	20.9, 39.6	28.5	17.6, 42.7	28.3	19.1, 39.6	
Don't know	53.0	42.6, 63.1	50.7	36.8, 64.4	50.1	38.8, 61.4	
One or more gender neutral bathrooms							
Yes	13.5	7.9, 22.1	6.1	2.0, 17.0	18.6	11.5, 28.6	0.03
No	37.3	27.9, 47.7	46.9	33.4, 61.0	36.3	26.2, 47.8	
Don't know	49.2	38.9, 59.5	47.0	33.5, 61.0	45.1	34.1, 56.7	
A policy or practice of allowing transgender students the ability to change their gender designation on their program records and documents							
Yes	5.0	2.1, 11.7	3.3	1.0, 10.6	5.5	2.0, 14.3	0.40
No	23.3	15.8, 33.0	21.1	12.2, 34.0	12.1	7.3, 19.5	
Don't know	71.6	61.6, 79.9	75.6	62.6, 85.1	82.4	73.2, 88.9	
LGBTQ-supportive counseling services							
Yes	11.0	6.0, 19.3	11.3	5.1, 23.1	10.2	5.8, 17.3	0.85
No	16.5	10.3, 25.5	20.0	11.3, 32.8	12.4	7.4, 19.9	
Don't know	72.4	62.4, 80.6	68.8	55.0, 79.9	77.5	68.3, 84.6	
LGBTQ-informed health services							
Yes	9.5	4.9, 17.7	3.5	1.0, 11.2	5.9	3.0, 11.2	0.60
No	19.5	12.6, 29.0	16.2	8.6, 28.5	15.4	8.9, 25.2	
Don't know	71.0	60.7, 79.5	80.3	67.8, 88.7	78.7	68.8, 86.1	

	WHITE NON-LGBTQ N=99		POC NON-LGBTQ N=55		WHITE LGBTQ N=138		F TEST#
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
Senior administrators who explicitly included the terms “LGBTQ” or sexual orientation and gender identity/expression when publicly discussing multicultural and/or diversity issues at the school							
Yes	7.0	3.3, 14.4	5.5	1.9, 15.2	5.4	2.7, 10.5	0.52
No	21.4	14.2, 30.9	19.7	10.9, 33.0	15.4	10.0, 23.0	
Don't know	71.6	61.5, 79.8	74.8	61.2, 84.9	79.2	70.8, 85.6	
Count of the above campus characteristics							
None	67.8	57.1, 76.9	49.0	35.3, 62.8	50.8	39.5, 62.1	0.23
1-5	24.3	16.2, 34.9	46.2	32.7, 60.3	41.3	30.7, 52.9	
6+	7.9	3.9, 15.3	4.8	1.7, 12.9	7.8	3.7, 15.6	

CI: Confidence Interval. Bold p-values are statistically significant. [#] F test for test of difference in proportions.

Table 7a. Sources of educational financing reported by adults ages 18 to 40 (n=386) on the Access to Higher Education Survey while attending community college by race and LGBTQ status

	WHITE NON-LGBTQ N=99		POC NON-LGBTQ N=55		WHITE LGBTQ N=138		POC LGBTQ N=94		F TEST [#]
	%	95% CI	%	95% CI	%	95% CI	%	95% CI	P-VALUE
Any educational expenses covered by:									
Family resources (parents, relatives, spouse, etc.)	48.0	37.8, 58.3	58.7	44.7, 71.5	55.4	44.1, 66.1	52.4	37.8, 66.7	0.70
My own resources (savings from work, work-study, other income)	62.8	52.3, 72.1	64.5	49.7, 77.0	61.8	50.1, 72.3	61.3	45.8, 74.9	0.99
Aid which need not be repaid (grants, scholarships, military funding, etc.)	50.8	40.4, 61.1	66.0	52.0, 77.6	63.3	51.8, 73.4	75.7	63.4, 84.8	0.04
Aid which must be repaid (loans, etc.)	34.9	25.9, 45.1	29.1	18.2, 43.1	35.3	25.1, 47.1	32.2	19.7, 47.9	0.89

CI: Confidence Interval. Bold p-values are statistically significant. [#] F test for test of difference in proportions.

Four-year College

Table 5b. Four-year college selection and experiences reported by adults ages 18 to 40 (n=629) on the Access to Higher Education Survey by race and LGBTQ status

	WHITE NON-LGBTQ N=180		POC NON-LGBTQ N=88		WHITE LGBTQ N=241		POC LGBTQ N=120		F TEST#
	%	95% CI	%	95% CI	%	95% CI	%	95% CI	P-VALUE
School Selection									
Picked a four-year college in a different city or state from where you grew up because you thought it would be more welcoming of someone like you	5.3	2.7, 10.3	4.0	1.6, 9.6	23.2	15.9, 32.7	18.0	11.1, 27.8	0.00
Picked a four-year college in a different city or state from where you grew up to get away from family	16.1	11.3, 22.6	11.1	5.8, 20.2	31.8	23.9, 41.0	34.3	23.0, 47.6	0.00
Drop Out									
Ever dropped out of four-year college, transferred, or seriously considered doing so	38.8	31.6, 46.6	32.1	22.4, 43.5	45.2	36.3, 54.4	37.1	26.8, 48.8	0.28
School Characteristics									
Region of four-year college last attended									
Northeast	22.7	17.0, 29.7	19.4	12.2, 29.5	31.3	23.1, 40.9	20.1	10.8, 34.2	0.02
Midwest	28.7	22.1, 36.4	12.7	6.3, 24.2	20.8	14.5, 28.9	18.1	10.7, 28.9	
South	28.7	22.1, 36.4	32.9	22.8, 44.9	27.5	19.8, 36.9	39.2	26.9, 53.0	
West	18.5	13.4, 25.0	28.1	19.0, 39.5	19.7	14.0, 26.8	19.9	13.1, 29.2	
Other or outside U.S.	1.4	0.4, 4.2	6.8	3.2, 13.9	0.7	0.2, 2.2	2.7	0.8, 8.9	
Type of four-year college last attended									
Public	71.3	63.8, 77.8	72.4	61.1, 81.3	58.3	48.7, 67.4	68.7	55.8, 79.2	0.07
Private	26.4	20.2, 33.8	25.9	17.2, 37.1	41.2	32.1, 50.9	30.4	20.0, 43.3	
Don't know	2.2	0.7, 6.9	1.7	0.4, 6.7	0.5	0.1, 2.0	0.9	0.2, 4.5	
Outness									
About how many teachers/faculty and program staff were you "out" to about being LGBTQ? (n=357)									
None	--	--	--	--	59.3	49.9, 68.0	62.7	49.5, 74.2	0.47
Only a few	--	--	--	--	26.9	19.1, 36.4	19.2	10.4, 32.7	
Most or all	--	--	--	--	13.8	9.1, 20.6	18.2	10.9, 28.6	
About how many other students were you "out" to about being LGBTQ (n=359)									
None	--	--	--	--	38.9	30.2, 48.3	32.1	22.2, 44.0	0.22
Only a few	--	--	--	--	24.7	18.0, 32.9	37.5	26.1, 50.5	
Most or all	--	--	--	--	36.5	27.9, 46.0	30.4	19.0, 44.9	

	WHITE NON-LGBTQ N=180		POC NON-LGBTQ N=88		WHITE LGBTQ N=241		POC LGBTQ N=120		F TEST [#]
	%	95% CI	%	95% CI	%	95% CI	%	95% CI	P-VALUE
School Climate									
Heard slurs or negative comments about LGBTQ people	31.7	25.0, 39.3	14.2	8.2, 23.7	50.1	41.0, 59.3	36.2	25.7, 48.2	0.00
Heard slurs or negative comments about racial/ethnic minority people (e.g., people who are Black, Latino/a, Middle Eastern, Asian)	32.8	26.0, 40.4	16.4	9.8, 26.2	53.4	44.2, 62.3	43.4	31.4, 56.3	0.00
Unfair Treatment, Violence, and Harassment									
Any unfair treatment by teachers, staff, school administrators	20.4	14.9, 27.3	17.6	11.0, 27.0	22.6	16.4, 30.2	24.9	16.6, 35.4	0.67
Any bullying, harassment, or assault	22.0	16.4, 28.9	14.3	8.4, 23.4	35.8	27.6, 45.0	26.3	17.7, 37.0	0.00
Belonging and Safety									
I felt a sense of belonging	86.5	80.3, 90.9	79.3	68.2, 87.2	73.7	64.8, 81.0	68.5	55.4, 79.2	0.03
I felt unsafe at the school (n=628)	6.7	3.8, 11.5	8.2	4.2, 15.5	6.3	3.5, 11.0	11.5	6.5, 19.5	0.40
Mental Health									
Thinking about your mental health, which includes stress, depression, and problems with emotions, when you were in this four-year college, how often was your mental health not good? (n=626)									
All or most of the time	9.5	5.7, 15.4	12.6	6.3, 23.5	35.8	27.4, 45.1	34.4	23.3, 47.5	0.00
Sometimes	31.9	25.1, 39.5	30.1	20.7, 41.6	41.9	33.3, 51.0	30.9	20.4, 43.8	
Rarely or never	58.6	50.8, 66.0	57.3	45.5, 68.3	22.3	15.0, 31.9	34.7	23.6, 47.9	

CI: Confidence Interval. Bold p-values are statistically significant. [#] F test for test of difference in proportions.

Table 6b. School-level indicators of LGBTQ inclusion at four-year college reported by adults ages 18 to 40 (n=629) on the Access to Higher Education Survey by race and LGBTQ status

	WHITE NON-LGBTQ N=180		POC NON-LGBTQ N=88		WHITE LGBTQ N=241		POC LGBTQ N=120		F TEST#
	%	95% CI	%	95% CI	%	95% CI	%	95% CI	P-VALUE
Did your school have the following?									
LGBTQ student organization									
Yes	57.7	49.9, 65.2	52.1	40.7, 63.3	78.6	69.7, 85.4	79.3	66.3, 88.1	0.00
No	10.5	6.7, 16.1	17.6	10.5, 27.9	3.8	1.6, 9.0	9.5	5.1, 16.9	
Don't know	31.7	24.9, 39.4	30.3	20.7, 42.0	17.6	11.4, 26.3	11.3	4.4, 25.8	
LGBTQ student resource center									
Yes	38.1	30.8, 45.9	43.5	32.6, 55.2	48.6	39.5, 57.8	57.6	44.7, 69.5	0.02
No	16.1	11.3, 22.4	18.4	11.2, 28.7	14.1	9.1, 21.2	24.0	14.5, 37.1	
Don't know	45.8	38.2, 53.6	38.1	27.6, 49.8	37.3	28.6, 46.9	18.4	11.2, 28.9	
One or more “out” LGBTQ teachers, staff, or administrators									
Yes	40.1	32.8, 47.9	26.7	17.7, 38.0	57.8	48.4, 66.7	53.5	40.8, 65.8	0.00
No	9.9	6.2, 15.3	21.5	13.7, 32.1	1.7	0.9, 3.3	14.0	6.3, 28.2	
Don't know	50.0	42.3, 57.7	51.8	40.4, 63.1	40.5	31.7, 49.9	32.4	22.5, 44.2	
LGBTQ symbols in campus buildings									
Yes	37.0	29.8, 44.8	39.5	29.0, 51.1	61.0	51.6, 69.7	58.4	45.7, 70.2	0.00
No	20.5	15.1, 27.1	27.5	18.5, 38.7	14.0	8.6, 21.9	18.0	11.0, 28.0	
Don't know	42.6	35.1, 50.4	33.0	22.9, 44.9	25.0	17.7, 34.1	23.5	14.2, 36.4	
Integration of LGBTQ issues into existing courses									
Yes	29.8	23.2, 37.4	32.7	23.0, 44.2	45.3	36.5, 54.4	51.4	38.6, 64.0	0.07
No	22.3	16.6, 29.4	25.7	16.9, 36.9	17.0	10.7, 26.0	17.2	10.5, 26.9	
Don't know	47.9	40.2, 55.6	41.6	30.8, 53.3	37.7	29.0, 47.3	31.4	20.7, 44.5	
One or more gender neutral bathrooms									
Yes	21.7	15.9, 28.9	19.8	12.2, 30.7	46.2	37.2, 55.4	41.0	28.7, 54.6	0.00
No	31.2	24.6, 38.6	31.9	22.3, 43.2	26.4	18.6, 36.2	26.8	16.9, 39.7	
Don't know	47.1	39.5, 54.9	48.3	37.0, 59.7	27.4	20.3, 35.8	32.2	22.5, 43.7	
Gender-inclusive housing									
Yes	16.1	11.1, 22.9	19.4	11.8, 30.1	28.8	21.1, 38.0	30.3	20.6, 42.2	0.06
No	28.3	21.9, 35.6	30.4	20.9, 41.9	26.2	19.5, 34.3	36.3	24.5, 50.0	
Don't know	55.6	47.8, 63.1	50.2	38.9, 61.6	44.9	35.9, 54.3	33.4	22.5, 46.5	
A policy or practice of allowing transgender students the ability to change their gender designation on their program records and documents									
Yes	10.0	5.9, 16.4	12.3	6.2, 23.0	24.4	17.0, 33.8	26.3	16.1, 39.9	0.01
No	13.4	9.1, 19.3	25.1	16.7, 35.8	12.5	7.4, 20.3	20.2	11.3, 33.6	
Don't know	76.6	69.3, 82.6	62.6	51.0, 72.9	63.1	53.5, 71.7	53.4	40.4, 66.1	
LGBTQ-supportive counseling services									
Yes	21.8	15.8, 29.1	29.9	20.3, 41.8	40.0	31.4, 49.4	35.4	23.6, 49.2	0.06
No	13.5	9.1, 19.6	19.8	12.4, 30.2	12.5	7.2, 20.7	19.7	10.9, 33.0	
Don't know	64.7	56.9, 71.8	50.3	38.9, 61.6	47.5	38.5, 56.7	45.0	33.0, 57.5	

	WHITE NON-LGBTQ N=180		POC NON-LGBTQ N=88		WHITE LGBTQ N=241		POC LGBTQ N=120		F TEST#
	%	95% CI	%	95% CI	%	95% CI	%	95% CI	P-VALUE
LGBTQ-informed health services									
Yes	16.7	11.6, 23.4	25.3	16.4, 36.8	27.3	20.0, 36.0	33.9	22.0, 48.2	0.06
No	13.4	8.9, 19.7	20.8	13.2, 31.2	12.7	7.7, 20.4	20.2	11.3, 33.7	
Don't know	69.9	62.2, 76.6	54.0	42.5, 65.1	60.0	50.8, 68.6	45.9	33.8, 58.5	
Senior administrators who explicitly included the terms “LGBTQ” or sexual orientation and gender identity/expression when publicly discussing multicultural and/or diversity issues at the school									
Yes	20.1	14.5, 27.2	27.4	18.3, 38.8	36.8	28.3, 46.2	36.0	23.9, 50.2	0.02
No	16.5	11.7, 22.9	22.4	14.6, 32.9	11.7	7.0, 18.9	23.6	14.0, 36.9	
Don't know	63.4	55.6, 70.5	50.2	38.8, 61.5	51.5	42.3, 60.7	40.4	29.1, 52.7	
Count of the above campus characteristics									
None	35.9	28.8, 43.7	43.5	32.5, 55.2	13.9	9.0, 20.9	11.4	6.4, 19.5	0.00
1-5	42.6	35.1, 50.4	28.0	18.8, 39.6	45.0	35.9, 54.4	43.1	31.0, 56.0	
6+	21.5	15.6, 28.8	28.4	19.2, 39.9	41.1	32.5, 50.3	45.5	32.9, 58.7	

CI: Confidence Interval. Bold p-values are statistically significant. * Gender-inclusive housing is defined as housing not segregated into men's and women's spaces-- including double and multiple occupancy bedrooms--and welcoming to students who identify outside of the gender binary "man/woman." # F test for test of difference in proportions.

Table 7b. Sources of educational financing reported by adults ages 18 to 40 (n=629) on the Access to Higher Education Survey while attending four-year college by race and LGBTQ status

	WHITE NON-LGBTQ N=180		POC NON-LGBTQ N=88		WHITE LGBTQ N=241		POC LGBTQ N=120		F TEST#
	%	95% CI	%	95% CI	%	95% CI	%	95% CI	P-VALUE
Any educational expenses covered by:									
Family resources (parents, relatives, spouse, etc.)	69.3	61.6, 75.9	69.8	58.6, 79.1	72.1	63.8, 79.1	68.4	55.8, 78.7	0.93
My own resources (savings from work, work-study, other income)	74.1	66.5, 80.5	61.8	50.1, 72.2	66.9	57.9, 74.8	59.4	45.7, 71.7	0.20
Aid which need not be repaid (grants, scholarships, military funding, etc.)	63.0	55.3, 70.1	65.2	53.9, 75.0	70.9	62.5, 78.1	71.2	59.5, 80.6	0.48
Aid which must be repaid (loans, etc.)	50.8	43.0, 58.5	52.1	40.5, 63.5	64.1	54.5, 72.6	52.9	39.9, 65.5	0.15

CI: Confidence Interval. # F test for test of difference in proportions.

All Educational Settings

Table 8. Federal and other student debt among adults ages 18 to 40 (N=1,072) in the Access to Higher Education Survey by race and LGBTQ status

	WHITE NON-LGBTQ N=316		POC NON-LGBTQ N=185		WHITE LGBTQ N=351		POC LGBTQ N=220		F TEST#
	%	95% CI	%	95% CI	%	95% CI	%	95% CI	P-VALUE
Amount of federal loan debt									
<10K	6.4	4.1, 10.0	9.3	5.8, 14.7	10.5	7.0, 15.4	12.5	6.9, 21.5	0.07
10-49K	12.6	9.2, 17.1	10.4	6.5, 16.1	20.3	15.3, 26.5	15.6	9.8, 23.9	
> 50K	3.0	1.6, 5.5	5.0	2.5, 9.8	6.2	3.3, 11.4	5.3	2.9, 9.2	
None	77.9	72.7, 82.4	75.3	68.1, 81.3	63.0	55.9, 69.6	66.7	57.1, 75.0	
Amount of non-federal student debt									
<10K	8.0	5.4, 11.7	9.7	6.1, 15.0	8.6	5.5, 13.2	8.8	5.4, 14.1	0.78
10-49K	5.2	3.1, 8.6	8.5	5.2, 13.7	8.7	5.3, 13.9	5.6	3.1, 9.7	
> 50K	1.5	0.6, 4.0	1.7	0.6, 4.6	3.1	1.1, 7.9	2.9	1.2, 6.7	
None	85.3	80.7, 88.9	80.1	73.6, 85.4	79.6	73.1, 84.9	82.8	76.2, 87.8	

CI: Confidence Interval. [#] F test for test of difference in proportions.

REFERENCES

- ¹Kann, L., et al., *Sexual Identity, Sex of Sexual Contacts, and Health-Related Behaviors Among Students in Grades 9-12 - United States and Selected Sites*, 2015. MMWR Surveill Summ, 2016. 65(9): p. 1-202.
- ²Gordon, A.R., et al., *Gender Expression, Violence, and Bullying Victimization: Findings From Probability Samples of High School Students in 4 US School Districts*. J Sch Health, 2018. 88(4): p. 306-314.
- ³Kosciw, J.G., et al., *The 2015 National School Climate Survey: The experiences of lesbian, gay, bisexual, transgender, and queer youth in our nation's schools*. 2016, GLSEN: New York.
- ⁴Coulter, R.W.S. and S.R. Rankin, *College Sexual Assault and Campus Climate for Sexual- and Gender-Minority Undergraduate Students*. J Interpers Violence, 2017: p. 886260517696870.
- ⁵Griner, S.B., et al., *The Intersection of Gender Identity and Violence: Victimization Experienced by Transgender College Students*. J Interpers Violence, 2017: p. 886260517723743.
- ⁶Liu, C.H., et al., *The prevalence and predictors of mental health diagnoses and suicide among U.S. college students: Implications for addressing disparities in service use*. Depress Anxiety, 2018.
- ⁷Tupler, L.A., et al., *Alcohol-Related Blackouts, Negative Alcohol-Related Consequences, and Motivations for Drinking Reported by Newly Matriculating Transgender College Students*. Alcohol Clin Exp Res, 2017. 41(5): p. 1012-1023.
- ⁸Whitfield, D.L., et al., *Experiences of Intimate Partner Violence Among Lesbian, Gay, Bisexual, and Transgender College Students: The Intersection of Gender, Race, and Sexual Orientation*. J Interpers Violence, 2018: p. 886260518812071.
- ⁹Srabstein, J. and T. Piazza, *Public health, safety and educational risks associated with bullying behaviors in American adolescents*. Int J Adolesc Med Health, 2008. 20(2): p. 223-33.
- ¹⁰Kosciw, J.G., et al., *The 2019 National School Climate Survey: The experiences of lesbian, gay, bisexual, transgender, and queer youth in our nation's schools*. 2020, GLSEN: New York.
- ¹¹Kim, Y.S. and B. Leventhal, *Bullying and suicide. A review*. Int J Adolesc Med Health, 2008. 20(2): p. 133-54.
- ¹²Ybarra, M.L., et al., *Understanding linkages between bullying and suicidal ideation in a national sample of LGB and heterosexual youth in the United States*. Prev Sci, 2015. 16(3): p. 451-62.
- ¹³Williams, D.R. and C. Collins, *Racial residential segregation: a fundamental cause of racial disparities in health*. Public Health Rep, 2001. 116(5): p. 404-16.
- ¹⁴Acevedo-Garcia, D., et al., *Toward a policy-relevant analysis of geographic and racial/ethnic disparities in child health*. Health Aff (Millwood), 2008. 27(2): p. 321-33.
- ¹⁵Skiba, R.J., et al., *What Do We Know About Discipline Disparities? New and Emerging Research*, in *Inequality in School Discipline*, R. Skiba, K. Mediratta, and M. Rausch, Editors. 2016, Palgrave Macmillan: New York. p. 21-38.
- ¹⁶*Child Maltreatment 2006*. Administration on Children, Youth, and Families.
- ¹⁷Fiscella, K. and H. Kitzman, *Disparities in academic achievement and health: the intersection of child education and health policy*. Pediatrics, 2009. 123(3): p. 1073-80.
- ¹⁸Goldberg, S.K. and K.J. Conron, *Demographic characteristics of lesbian, gay, bisexual, and transgender adults in the United States: Evidence from the 2015-2017 Gallup Daily Tracking survey*, in *The Routledge Handbook of L.G.B.T.Q. Administration and Policy*, W. Swan, Editor. 2018, Routledge: New York. p. pp. 17-50.

¹⁹Association of American Colleges and Universities, *What Liberal Education Looks Like: What It Is, Who It's For, & Where It Happens*. 2020, Association of American Colleges and Universities: Washington, DC.

²⁰Koken, J.A., D.S. Bimbi, and J.T. Parsons, *Experiences of familial acceptance-rejection among transwomen of color*. *J Fam Psychol*, 2009. 23(6): p. 853-60.

²¹Factor, R.J. and E.D. Rothblum, *A study of transgender adults and their non-transgender siblings on demographic characteristics, social support, and experiences of violence*. *J LGBT Health Res*, 2007. 3(3): p. 11-30.

²²Ryan, C., et al., *Family rejection as a predictor of negative health outcomes in white and Latino lesbian, gay, and bisexual young adults*. *Pediatrics*, 2009. 123(1): p. 346-52.

²³Henretta, J.C., et al., *Family structure and the reproduction of inequality: Parents' contribution to children's college costs*. *Soc Sci Res*, 2012. 41(4): p. 876-87.

²⁴McGuire, J.K., et al., *School climate for transgender youth: a mixed method investigation of student experiences and school responses*. *J Youth Adolesc*, 2010. 39(10): p. 1175-88.

²⁵James, S.E., et al., *The Report of the 2015 U.S. Transgender Survey*. 2016, National Center for Transgender Equality, Washington D.C.

²⁶Toomey, R.B., et al., *Gender-nonconforming lesbian, gay, bisexual, and transgender youth: school victimization and young adult psychosocial adjustment*. *Dev Psychol*, 2010. 46(6): p. 1580-9.

²⁷Bersamin, M., et al., *Assessing the Impact of School-Based Health Centers on Academic Achievement and College Preparation Efforts: Using Propensity Score Matching to Assess School-Level Data in California*. *J Sch Nurs*, 2016. 32(4): p. 241-5.

²⁸Kosciw, J.G., E.A. Greytak, and E.M. Diaz, *Who, what, where, when, and why: demographic and ecological factors contributing to hostile school climate for lesbian, gay, bisexual, and transgender youth*. *J Youth Adolesc*, 2009. 38(7): p. 976-88.

²⁹Winberg, C., et al., *Hearing "That's So Gay" and "No Homo" on Campus and Substance Use Among Sexual Minority College Students*. *J Homosex*, 2018: p. 1-23.

³⁰Cantor, D.C., et al., *Report on the AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct*. 2017, Weststat: <https://www.aau.edu/sites/default/files/AAU-Files/Key-Issues/Campus-Safety/AAU-Campus-Climate-Survey-FINAL-10-20-17.pdf>.

³¹Goldberg, A.E., *Transgender Students in Higher Education*. 2018, The Williams Institute, UCLA: Los Angeles, CA

³²Baams, L. and S.T. Russell, *Gay-Straight Alliances, School Functioning, and Mental Health: Associations for Students of Color and LGBTQ Students*. *Youth & Society*, 2021. 53(2): p. 211-229.