



Intersectionality of Gender Identity and Race and Ethnicity among Minnesota Students

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MSS Coordination

- Partnership of 4 Minnesota state agencies:
 - Department of Education
 - Department of Health
 - Department of Human Services
 - Department of Public Safety

Purpose of the MSS

- Provide data for program planning, evaluation and to meet state and federal reporting requirements
- Address relevant issues confronting students
- Monitor trends over time – conducted every 3 years since 1989
- Involve schools/other educational settings statewide and provide data for local use

Survey Coordination and Administration

- 1989 – 2010: Grades 6, 9, 12 were surveyed
- 2013 – 2016: Grades 5, 8, 9, 11 were surveyed
- Maintains 3 year interval between grades

Survey Coordination and Administration

- Building level choice of two modes of administration offered in 2016
 - Pencil-paper bubble survey – scanned
 - Online electronic survey
- Uniform instructions, checklist provided
- Schools/facilities administer the survey

Survey Coordination and Administration

- January-May administration
- Takes one class period to administer
- Anonymous - no names or other identifying information collected
- 3 versions of the survey instrument
- Some changes to the survey questions in 2016 from 2013 (including gender identity question)

District Participation in the 2016 MSS

- District participation rate:
 - In 2016, 282 out of 330 public school districts participated statewide (85%)
- District participation over time:

1992	1995	1998	2001	2004	2007	2010	2013	2016
99%	92%	92%	91%	88%	91%	88%	84%	85%

District Participation in the 2016 MSS

- 48 school districts did not participate in 2016 including:
 - St. Louis Park
 - Nicollet
 - Janesville-Waldorf-Pemberton
 - Glencoe-Silver Lake
 - Lynd
 - Hutchinson

District Participation in the 2016 MSS

- Reasons for non-participation of districts in 2016
 - Staff turnover: no specific person to take the lead in getting the district registered for the survey
 - Staff turnover: new staff unfamiliar with the survey and its value
 - Districts conducting their own surveys

Student Participation in the 2016 MSS

- Regular public schools:

Statewide numbers of MSS participants and participation rates

	<u># students (% of enrolled)</u>
5 th grade:	41,865 (66%)
8 th grade:	44,983 (73%)
9 th grade:	45,309 (71%)
11 th grade:	36,576 (61%)

Student Participation in the 2016 MSS

- Reasons for student non-participation within participating districts
 - Voluntary survey – student chose not to participate
 - Parents didn't allow
 - Student was out of school on that day or at that time
 - Drop out

Topics on the 2016 MSS

- Academic and school connectedness
- School climate
- Violent and anti-social behaviors
- Mental health
- Alcohol, tobacco and other drug use
- Other health behaviors
- Sexual behaviors
- Families
- Out-of-school activities

Analysis for this Presentation

- 9th and 11th grade data combined to maximize the number of cases available for these analyses
- Some race and ethnicity categories – Asian & Pacific Islanders, Multi-race & Missing – were combined also
- Hmong and Somali responses were analyzed separately
- Results are always presented by race and ethnicity; thus, 8 race and ethnicity groups-by-gender identity
- Groups are defined by self-reported gender identity, not by self-reported sexual behavior
- Not presenting results by geography or sexual orientation at this time

Question Wording

- “Do you consider yourself transgender, genderqueer, genderfluid, or unsure about your gender identity?”
 - Yes
 - No”

Distribution of Students by Grade

Do you consider yourself transgender, genderqueer, genderfluid, or unsure about your gender identity?	Grade 9		Grade 11		Total	
	N	%	N	%	N	%
Yes	1,271	2.8	897	2.5	2,168	2.7
No	43,368	97.2	35,393	97.5	78,761	97.3
Total	44,639	100	36,290	100	80,929	100

Number of Students by Race & Ethnicity

Race/Ethnicity	Do you consider yourself transgender, genderqueer, genderfluid, or unsure about your gender identity?	Grade 9		Grade 11		Total	
		N	%	N	%	N	%
American-Indian Non-Hispanic	Yes	26	4.9	18	5.7	44	5.2
	No	505	95.1	300	94.3	805	94.8
Asian/Pacific Islander Non-Hispanic	Yes	100	3.7	92	4	192	3.9
	No	2,598	96.3	2,196	96	4,794	96.1
Black Non-Hispanic	Yes	82	3.1	58	2.9	140	3
	No	2,600	96.9	1,945	97.1	4,545	97

Number of Students by Race & Ethnicity

Race/Ethnicity	Do you consider yourself transgender, genderqueer, genderfluid, or unsure about your gender identity?	Grade 9		Grade 11		Total	
		N	%	N	%	N	%
Hispanic	Yes	161	3.9	94	3.2	255	3.6
	No	3,962	96.1	2,854	96.8	6,816	96.4
White Non-Hispanic	Yes	726	2.3	531	2	1,257	2.2
	No	30,192	97.7	25,770	98	55,962	97.8
Multiple Races Non-Hispanic/Missing	Yes	176	4.8	104	4.3	280	4.6
	No	3,511	95.2	2,328	95.7	5,839	95.7

Number of Students by Ethnicity

Ethnicity	Do you consider yourself transgender, genderqueer, genderfluid, or unsure about your gender identity?	Grade 9		Grade 11		Total	
		N	%	N	%	N	%
Hmong	Yes	53	6.7	40	7.3	93	6.9
	No	741	93.3	508	92.7	1,249	93.1
Somali	Yes	1,135	2.7	803	2.3	1,938	2.6
	No	40,468	97.3	33,449	97.7	73,917	97.4

Selected Indicators

- From MCHS county-level indicators for community health assessment (CLI) list (<http://www.health.state.mn.us/divs/chs/ind/index.htm>)
- General look at MSS topics
- Didn't just choose good news or bad news to present
- More areas of exploration are still viable

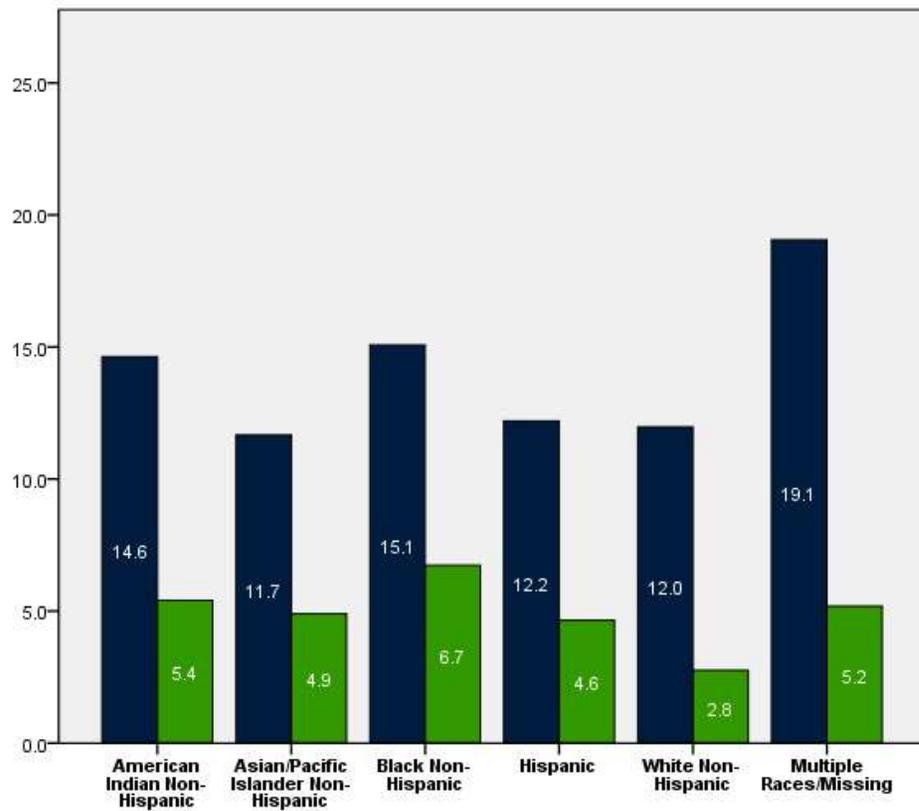
Selected Indicators

MSS 2016 RESULTS

MSS 2016 Results

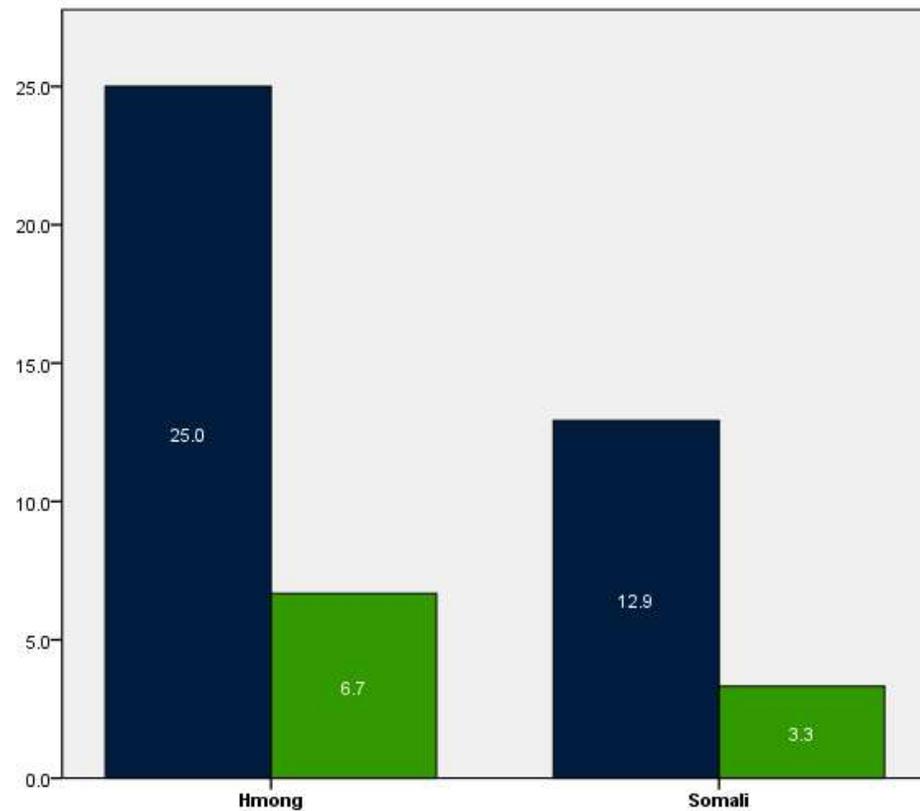
SCHOOL EXPERIENCES

Q. I feel safe going to and from school. (Percent who disagree/strongly disagree)

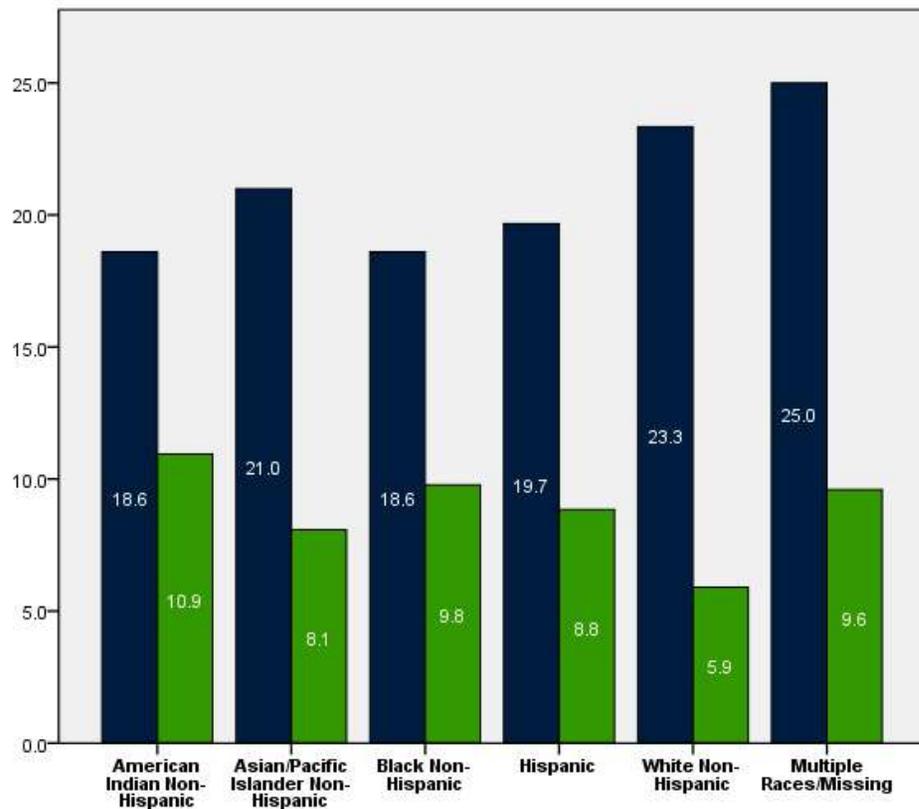


Do you consider yourself transgender, genderqueer, genderfluid, or unsure about your gender identity?

■ Yes
■ No

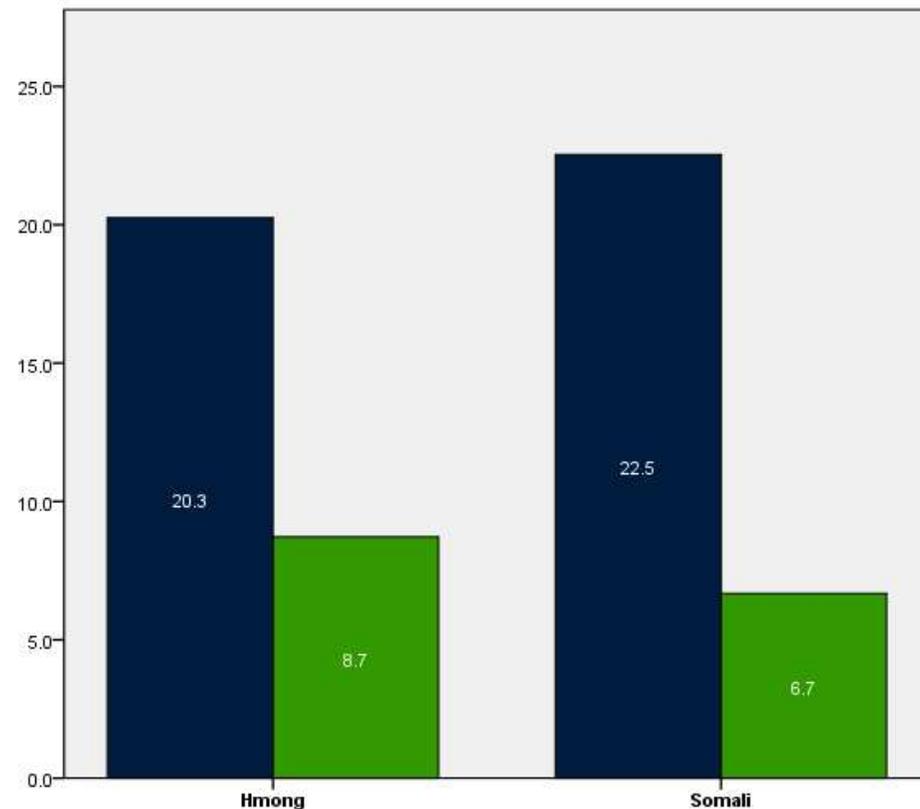


Q. I feel safe at school. (Percent who disagree/strongly disagree)

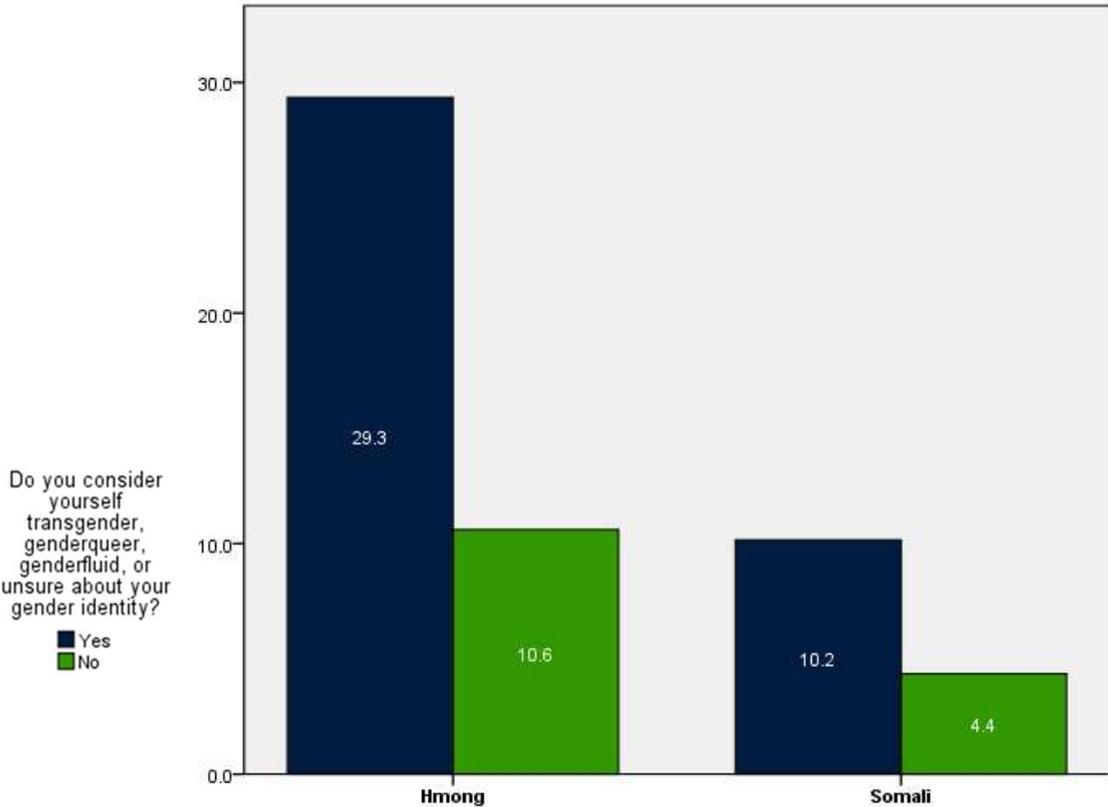
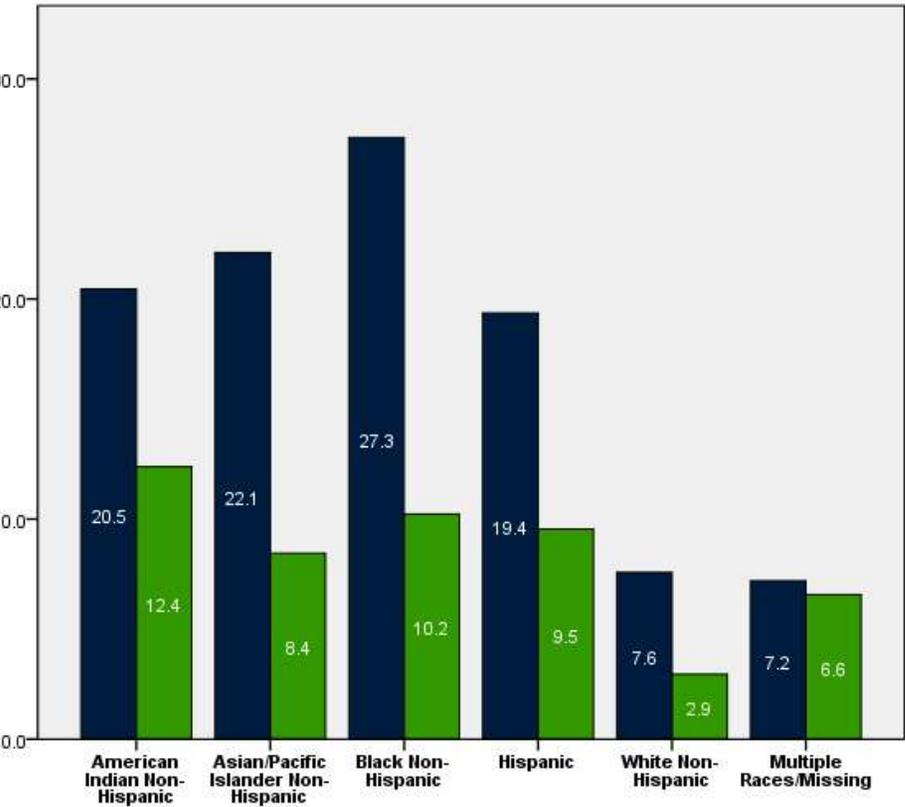


Do you consider yourself transgender, genderqueer, genderfluid, or unsure about your gender identity?

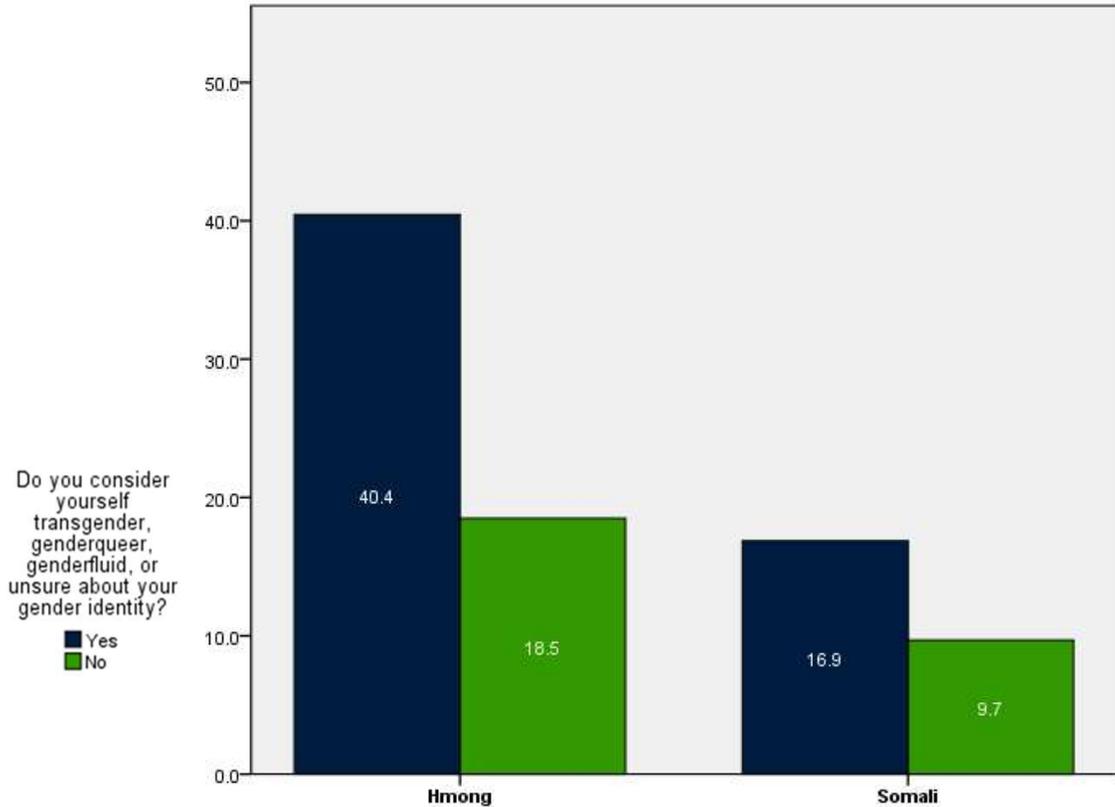
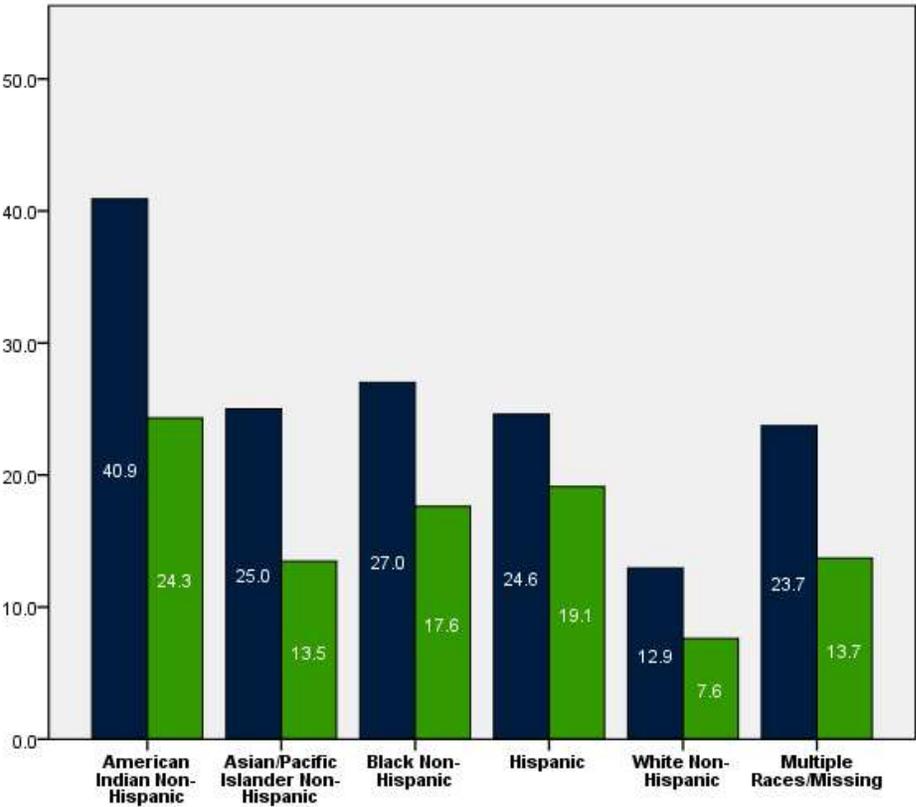
■ Yes
■ No



Q. Changed schools one or more times since the beginning of the school year



Q. Skipped school or cut a full day in the last 30 days one or more times



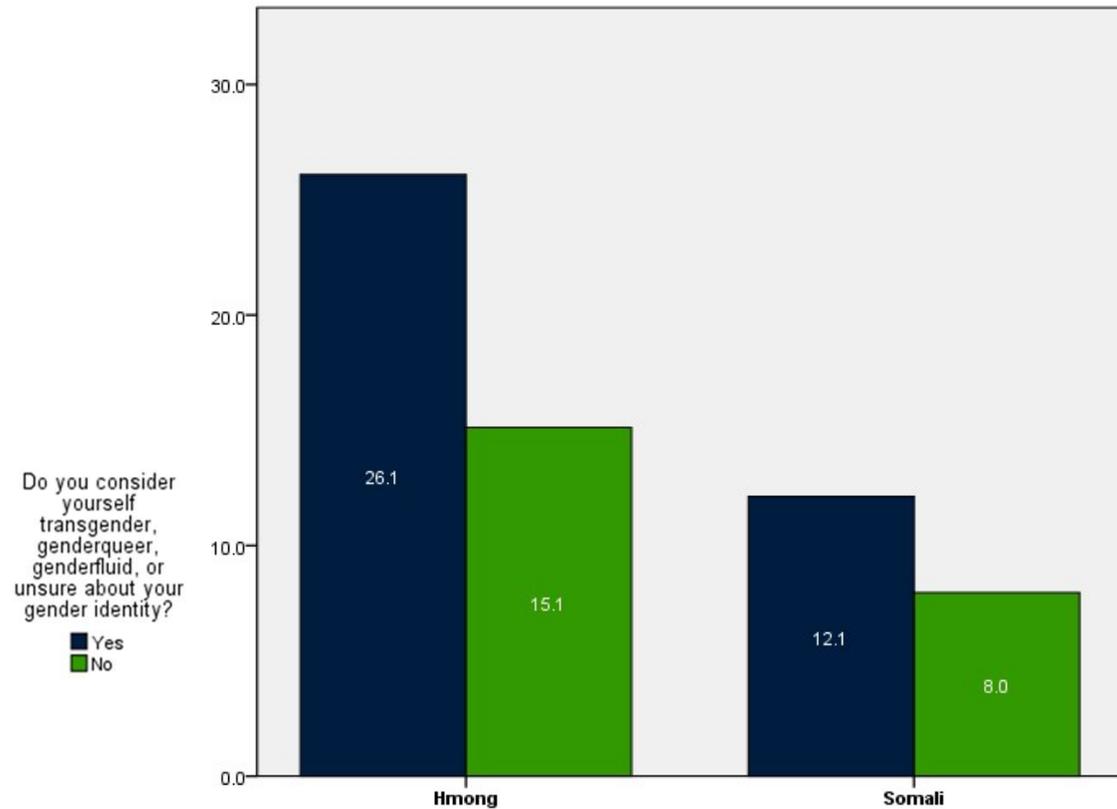
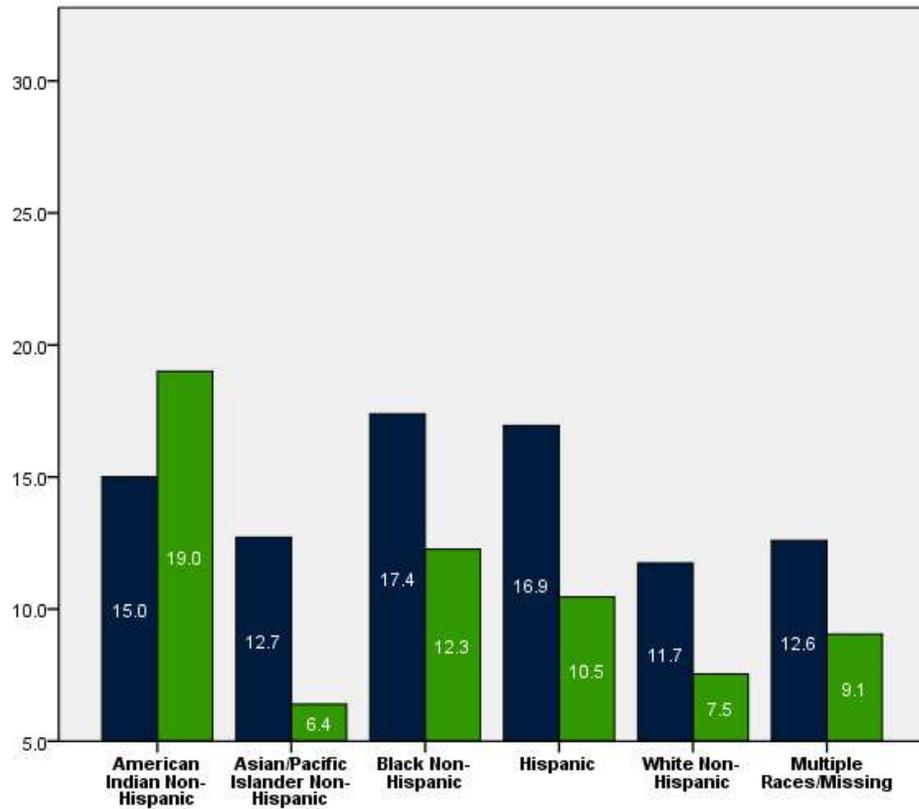
Do you consider yourself transgender, genderqueer, genderfluid, or unsure about your gender identity?

- Yes
- No

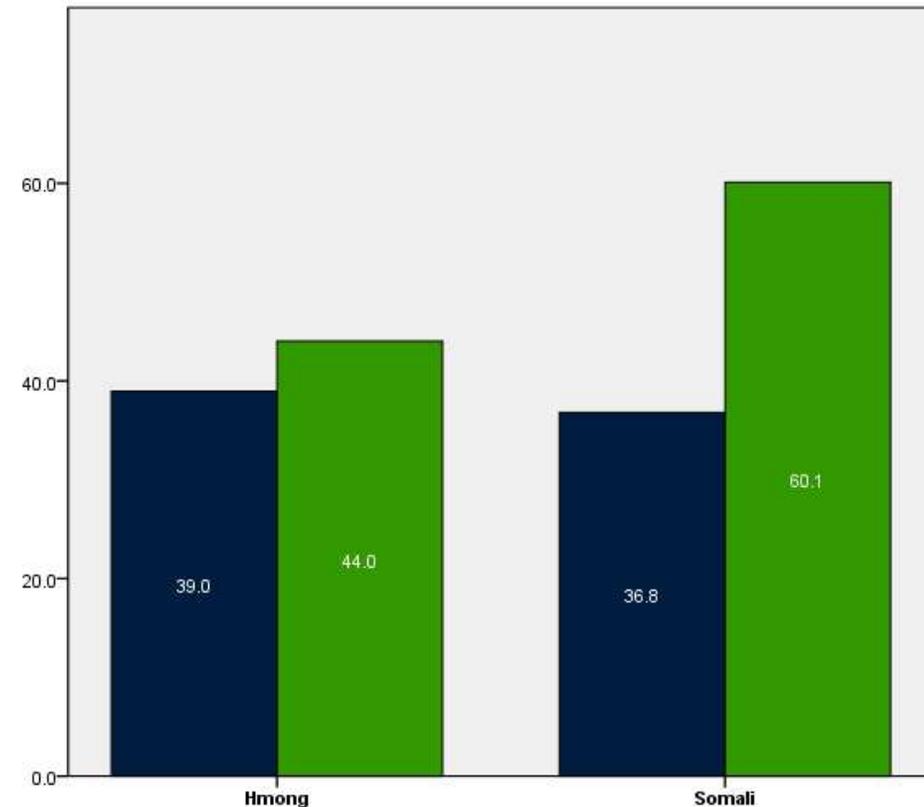
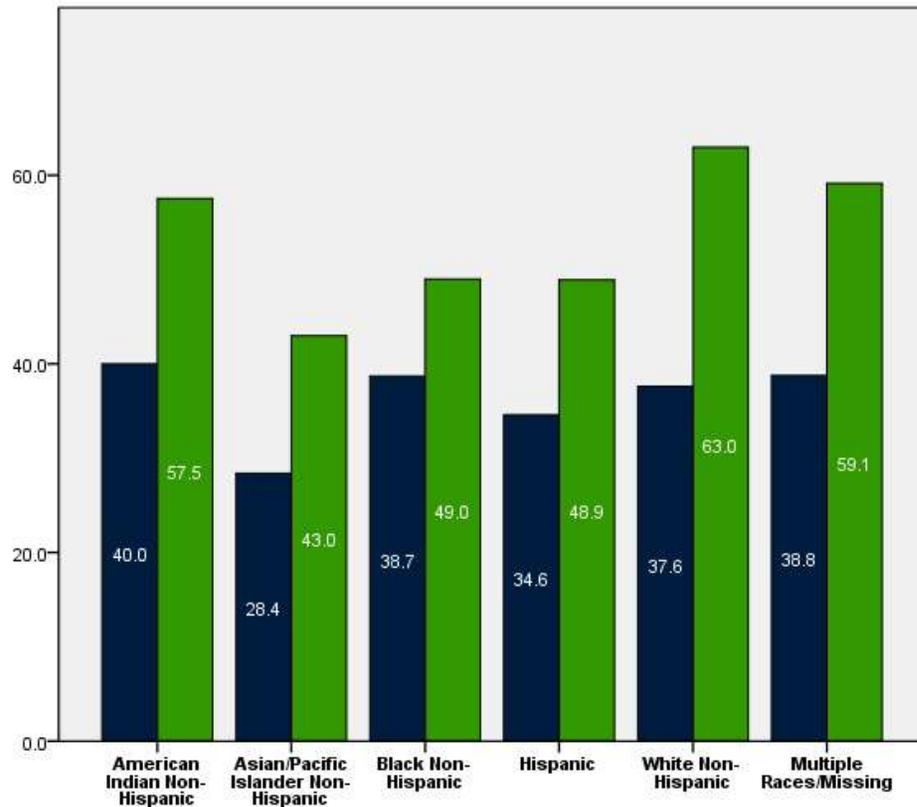
MSS 2016 Results

SELECTED HEALTH INDICATORS

Q. Drank 3 or more glasses of pop or soda yesterday



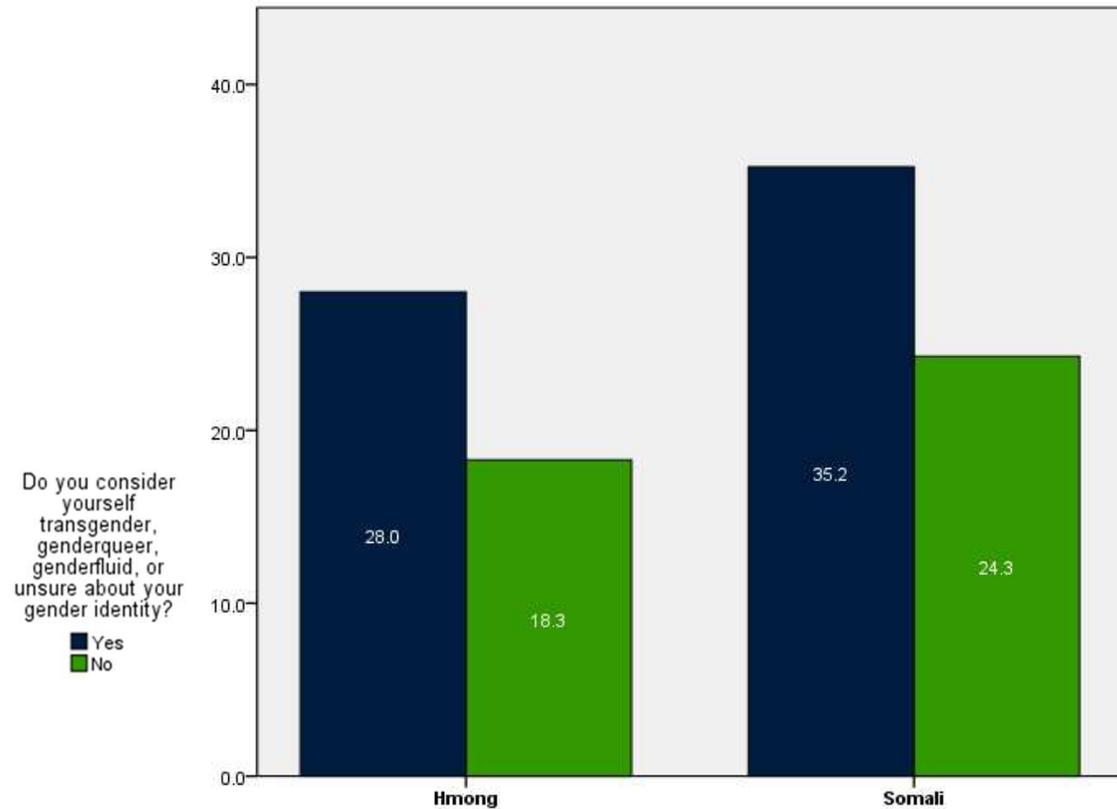
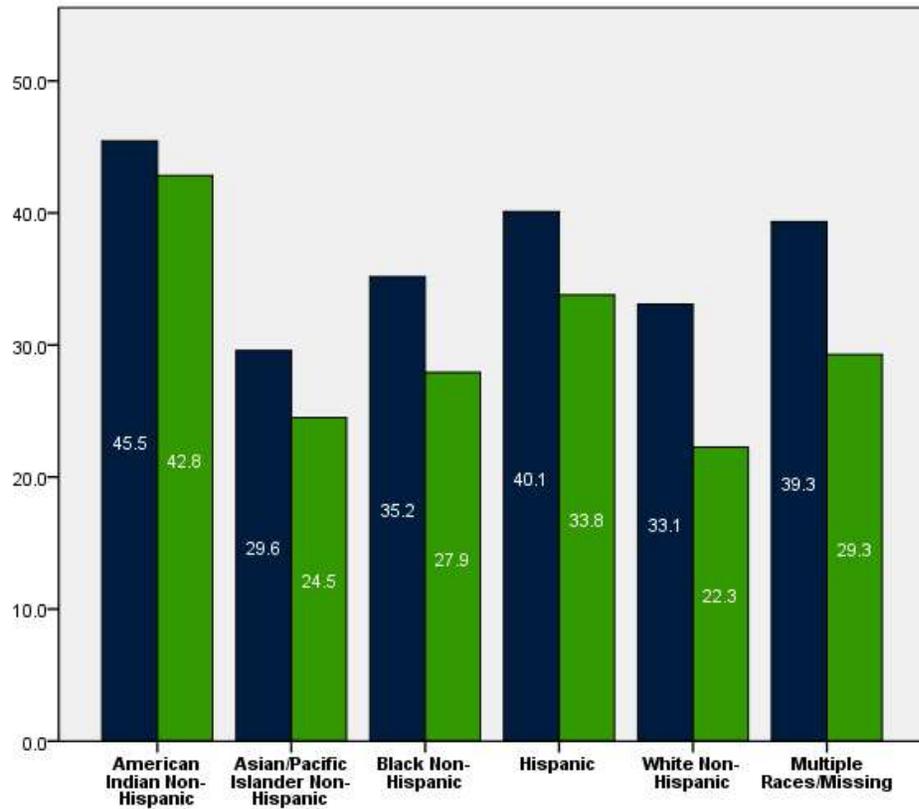
Q. Physically active for at least 60 minutes 5 or more of the last 7 days



Do you consider yourself transgender, genderqueer, genderfluid, or unsure about your gender identity?

- Yes
- No

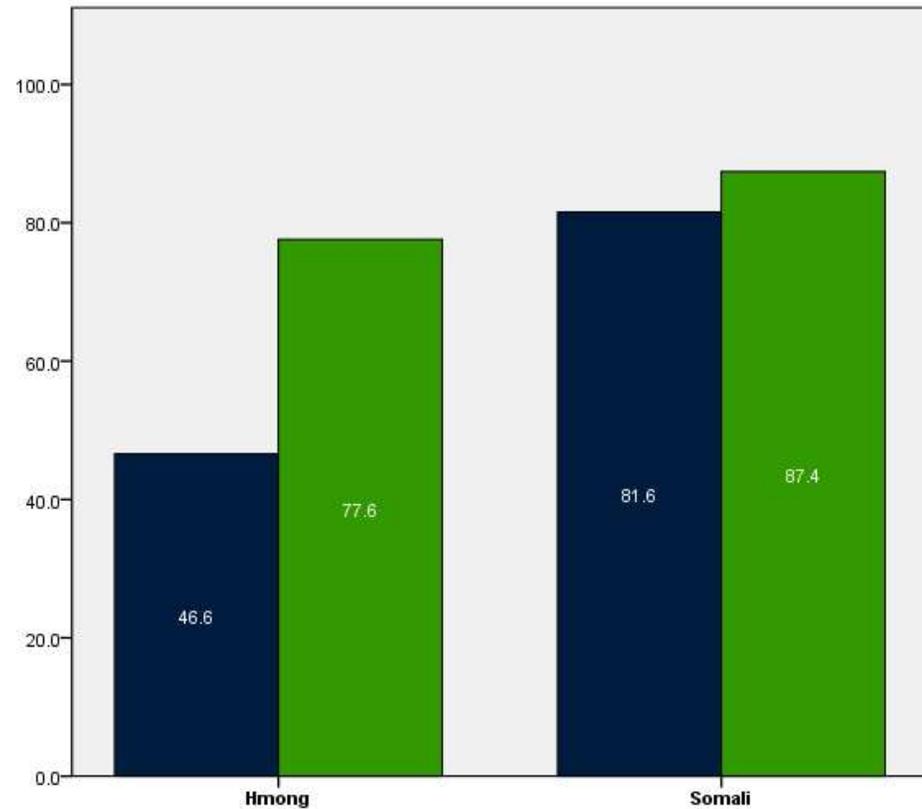
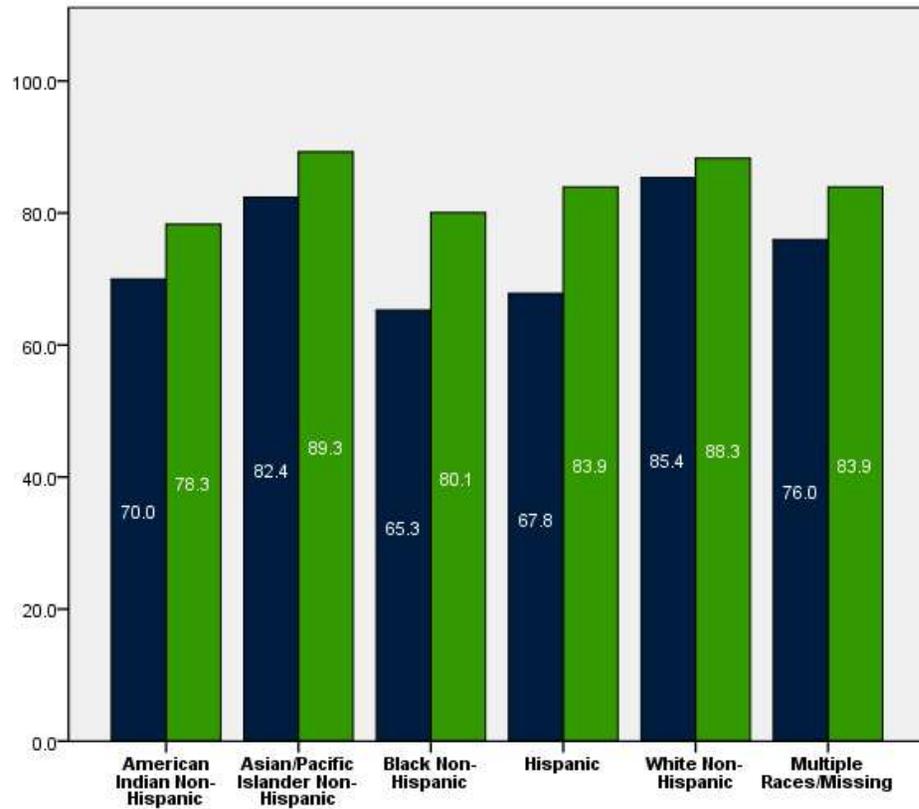
Q. Overweight or obese by reported BMI



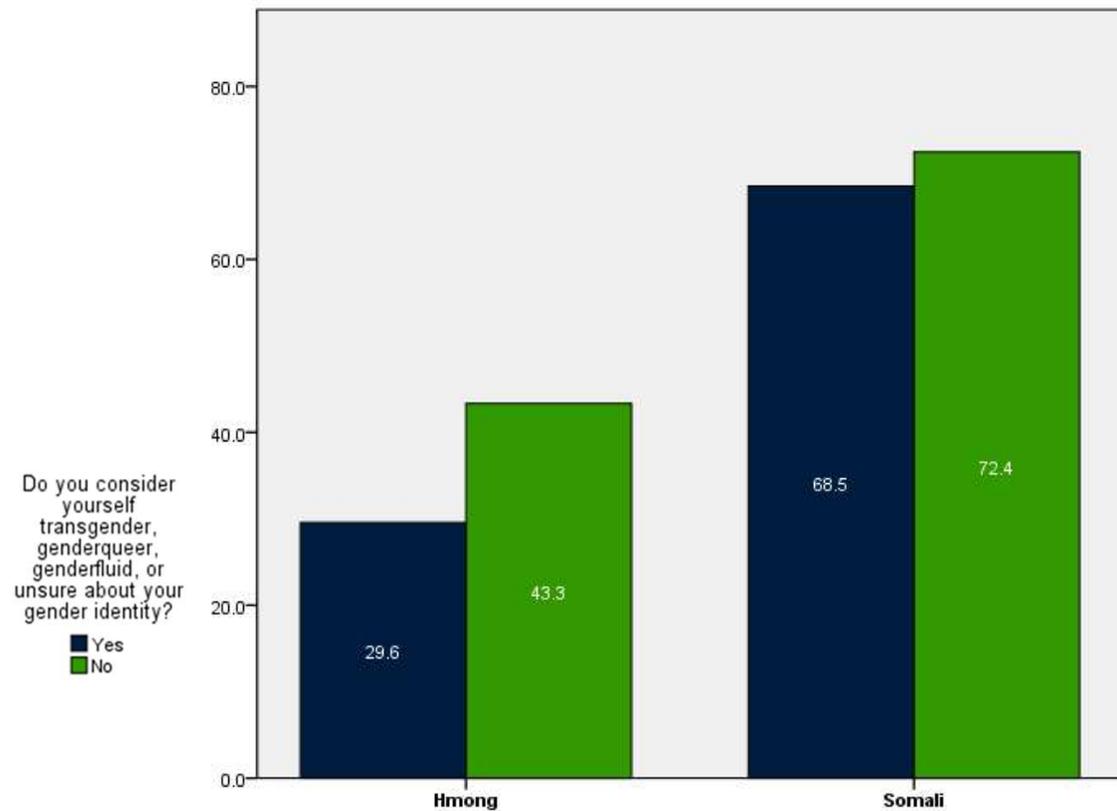
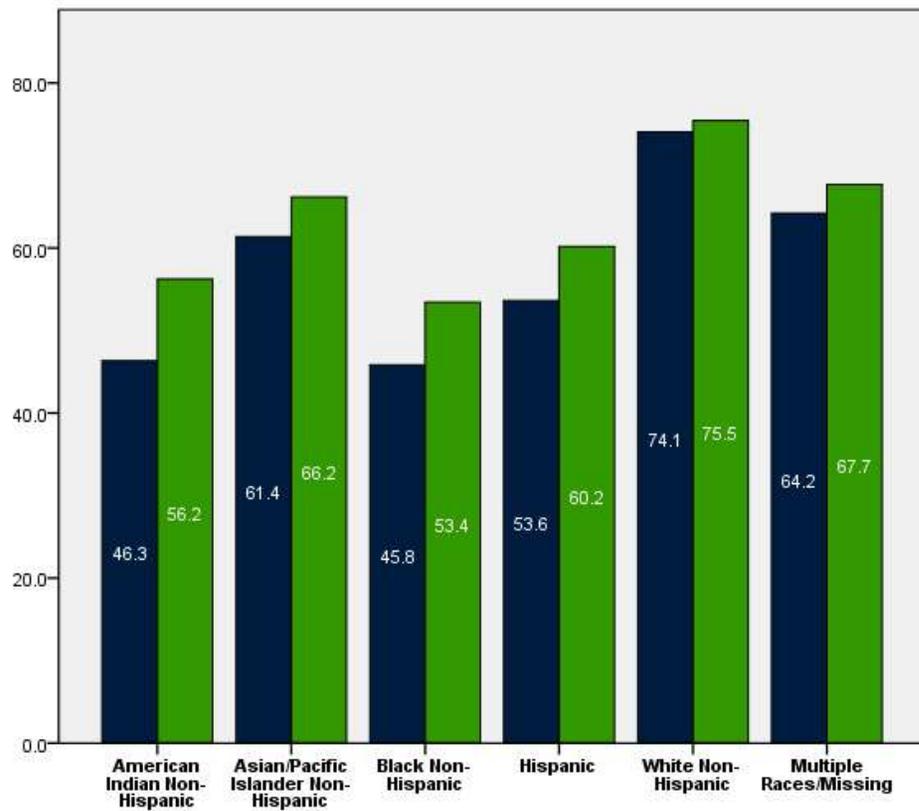
Do you consider yourself transgender, genderqueer, genderfluid, or unsure about your gender identity?

- Yes
- No

Q. Always wears seatbelt when riding in the FRONT seat of a car



Q. Always wears seatbelt when riding in the BACK seat of a car



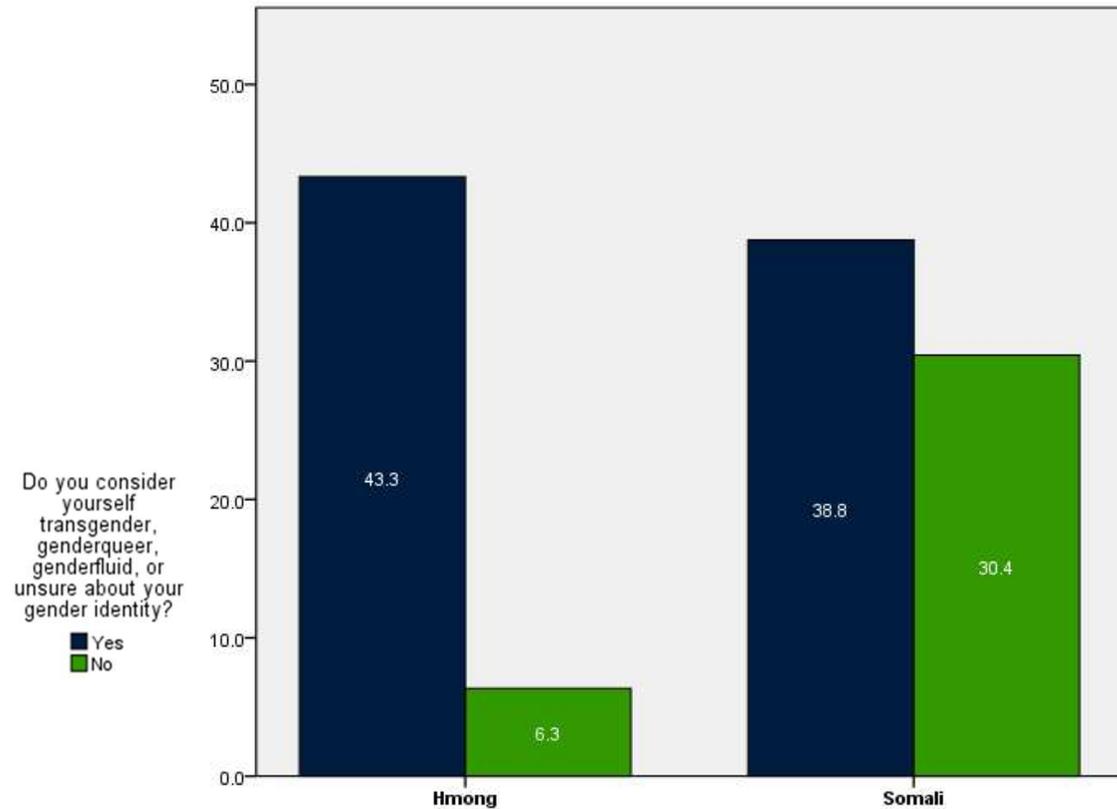
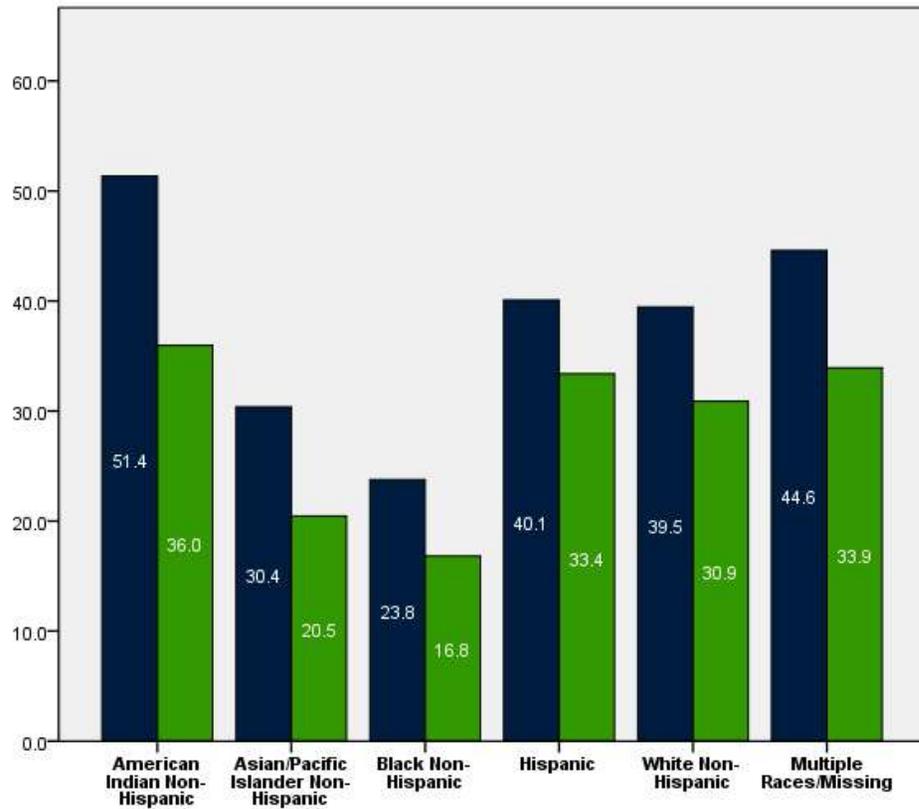
Do you consider yourself transgender, genderqueer, genderfluid, or unsure about your gender identity?

- Yes
- No

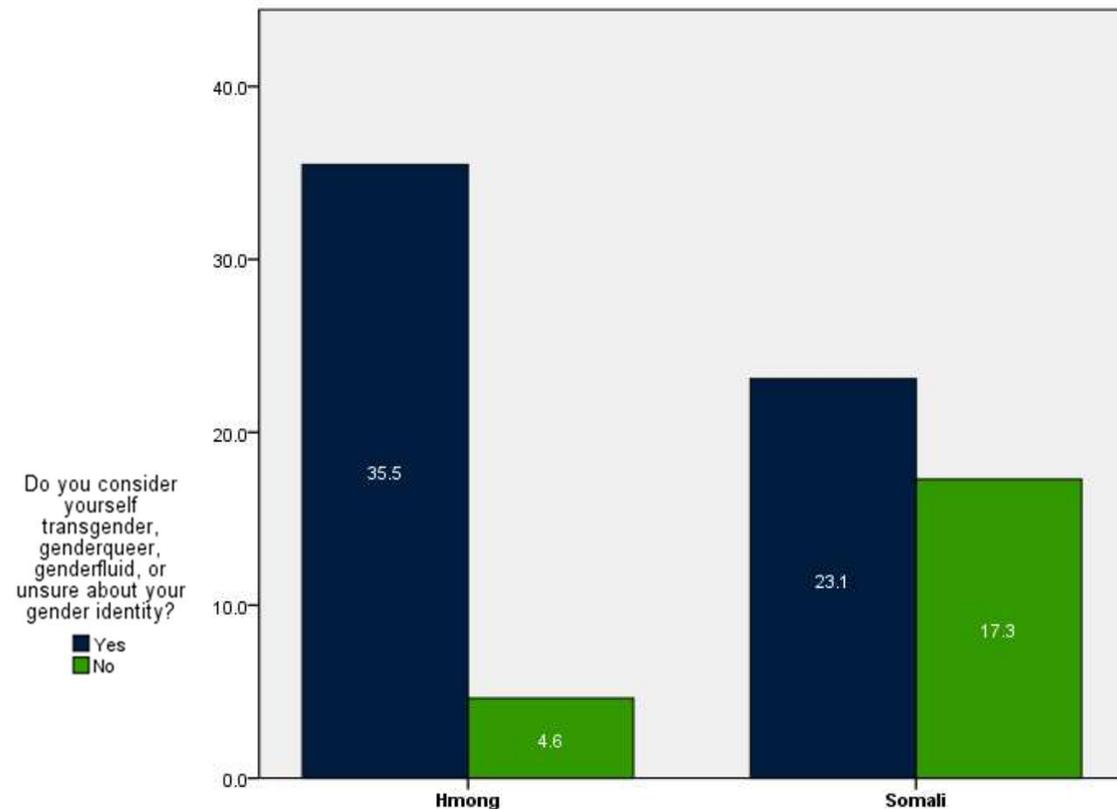
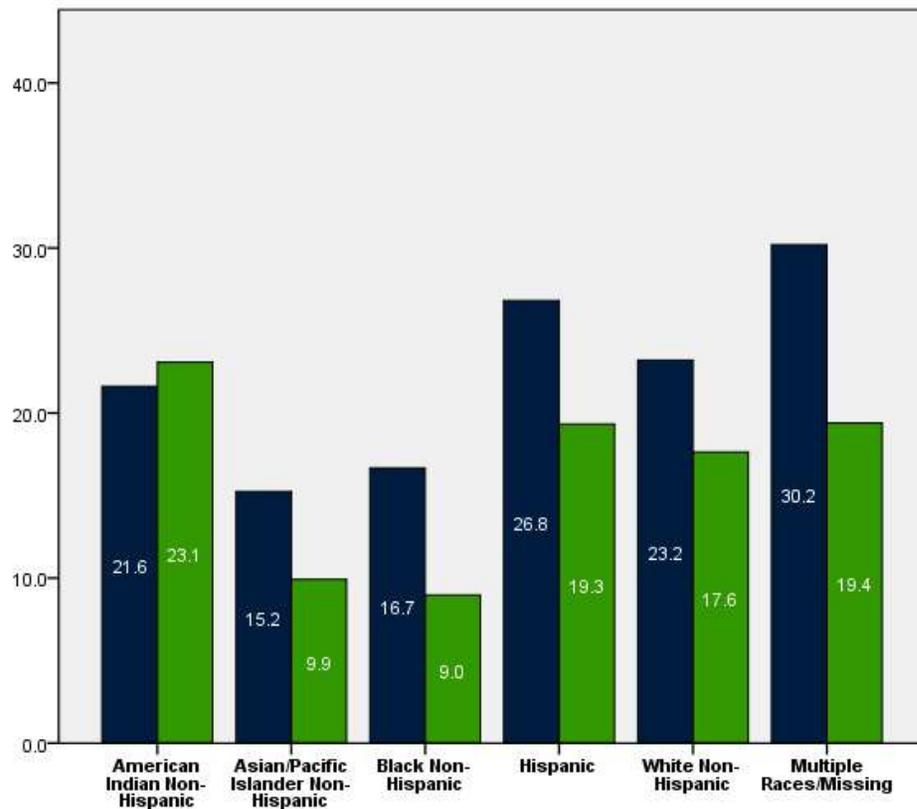
MSS 2016 Results

ALCOHOL, TOBACCO AND MARIJUANA USE

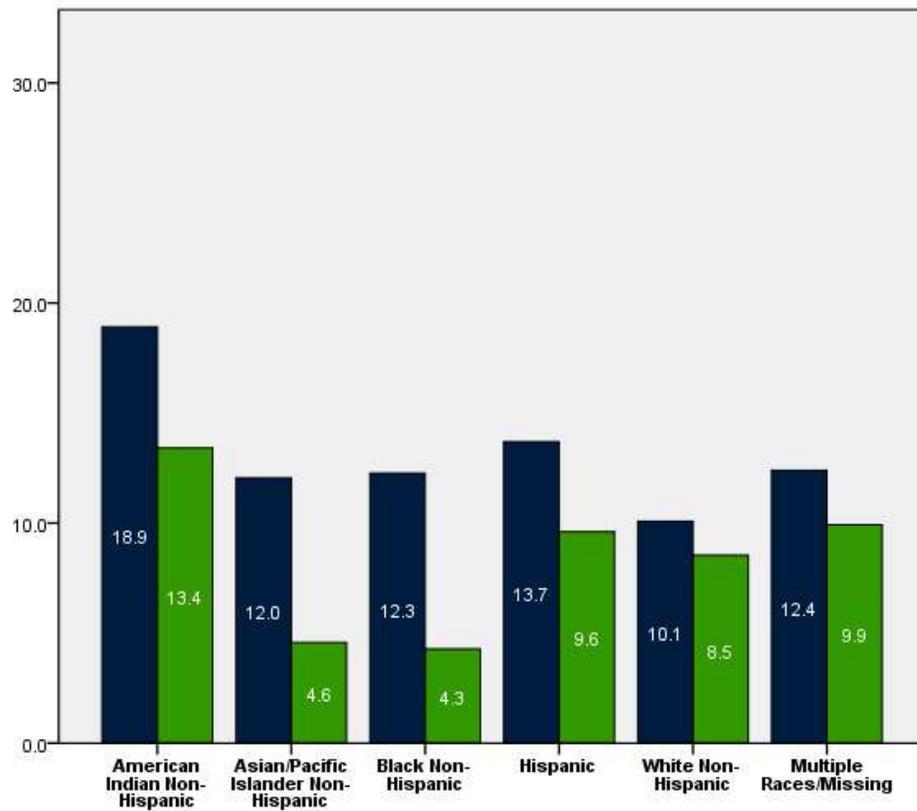
Q. Alcohol use one or more times in the last 12 months



Q. Alcohol use one or more times in the last 30 days

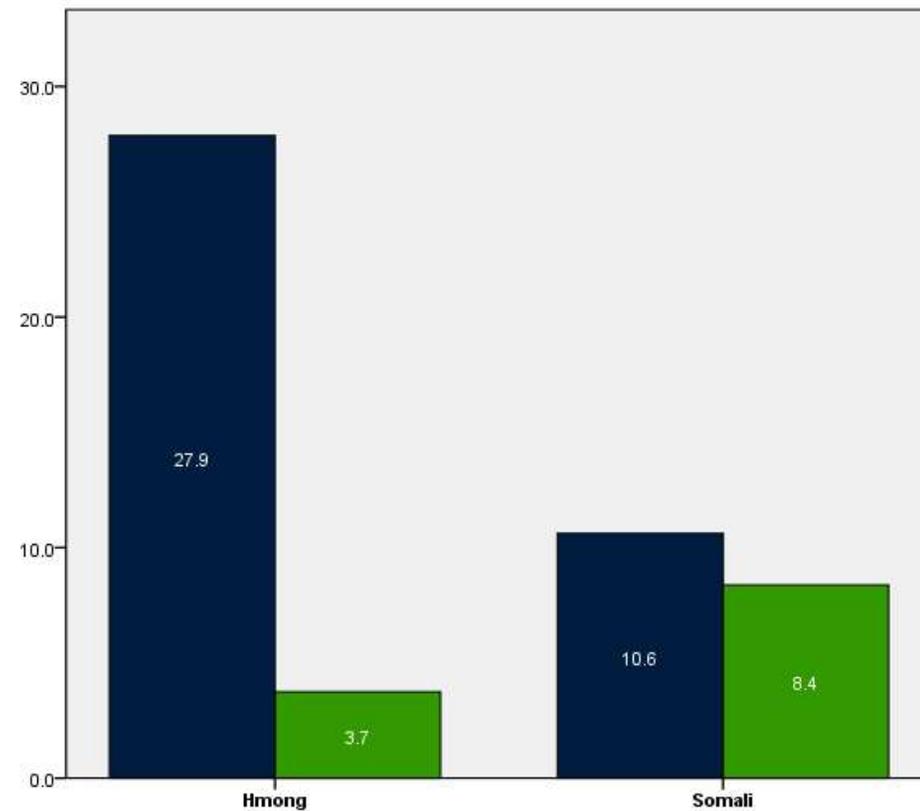


Q. Binge drinking in the last 30 days

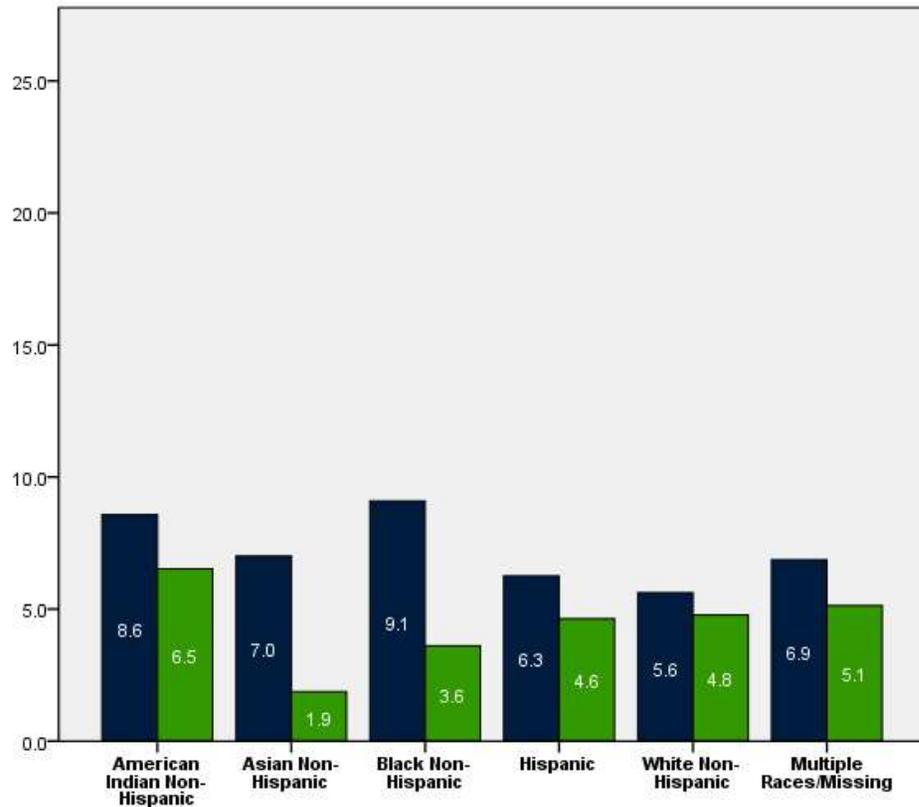


Do you consider yourself transgender, genderqueer, genderfluid, or unsure about your gender identity?

Yes
No

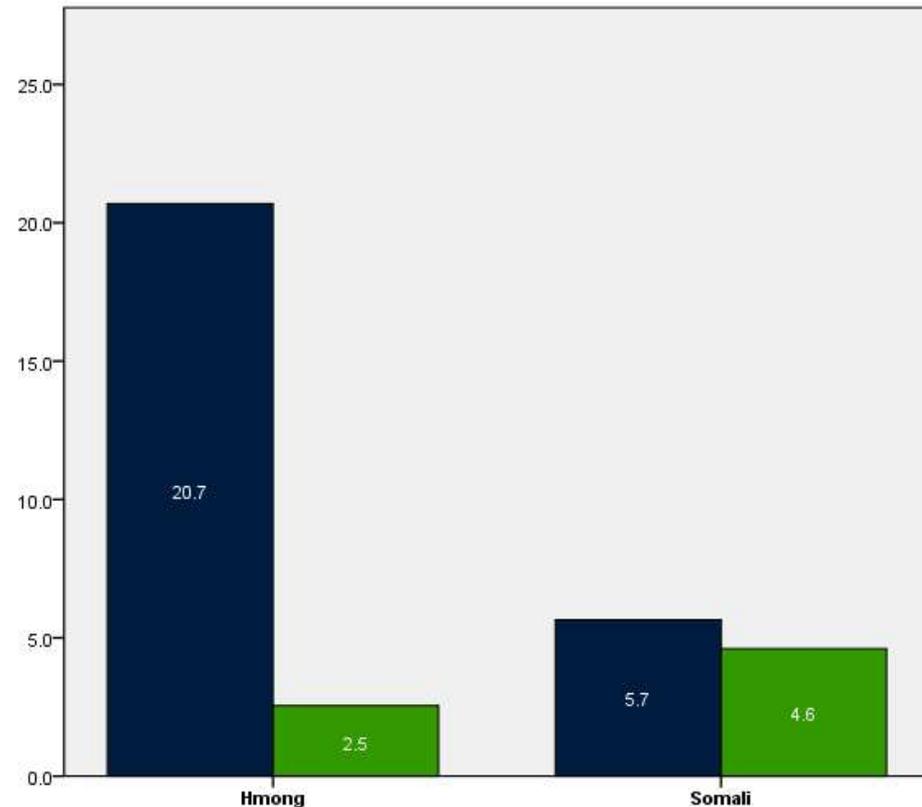


Q. Driven a motor vehicle after using alcohol or drugs in the last 12 months

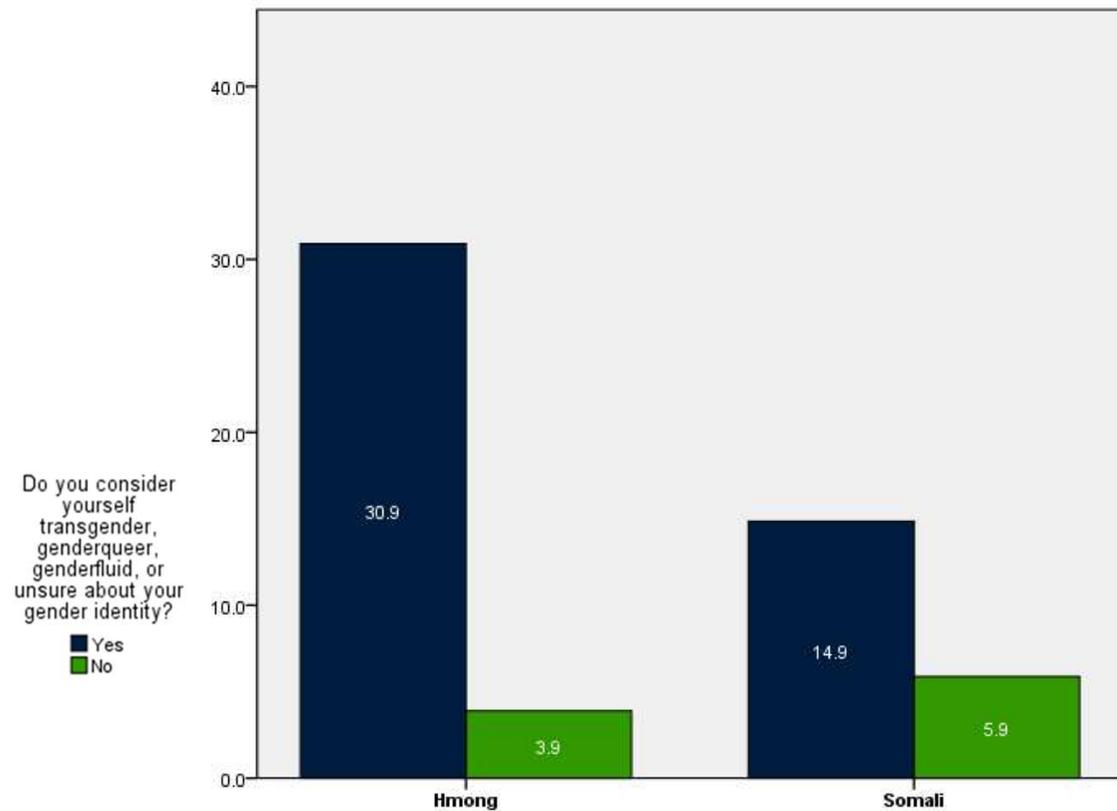
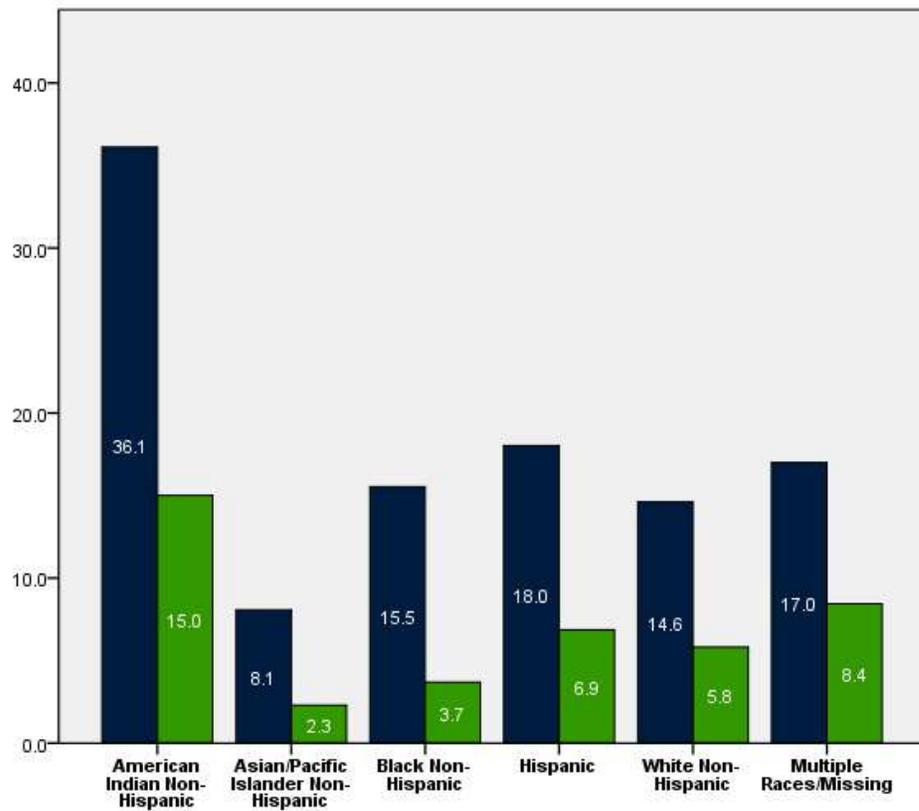


Do you consider yourself transgender, genderqueer, genderfluid, or unsure about your gender identity?

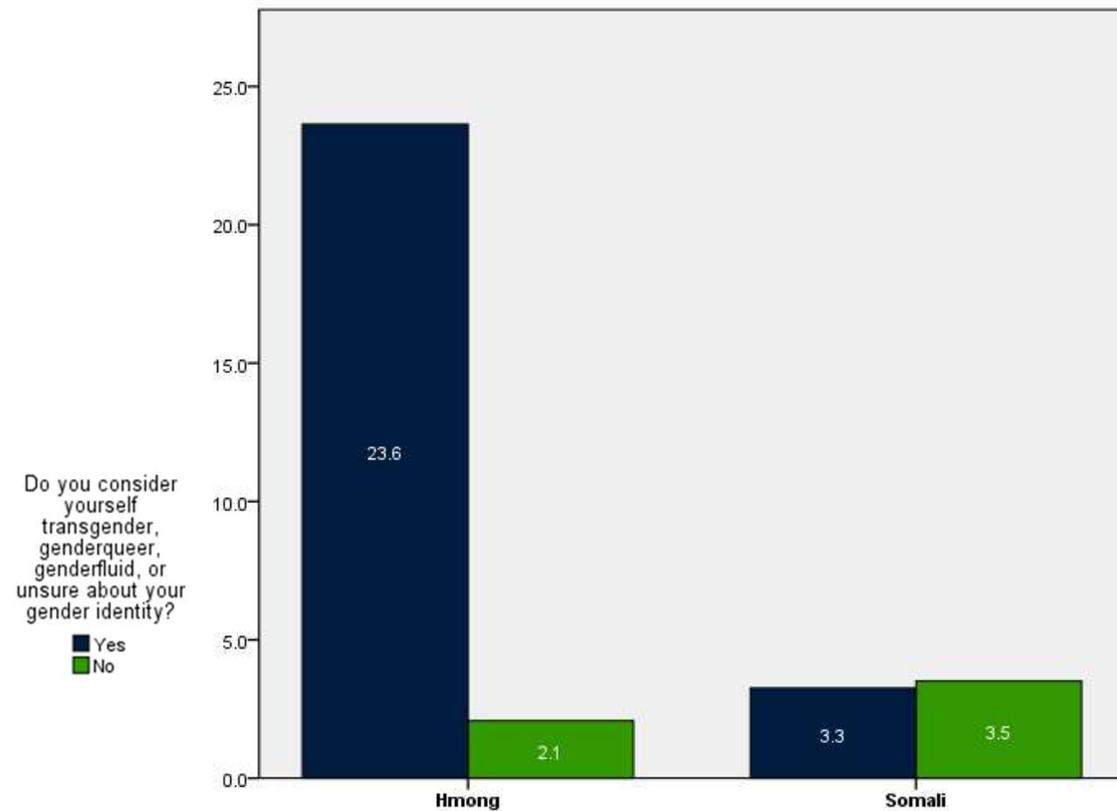
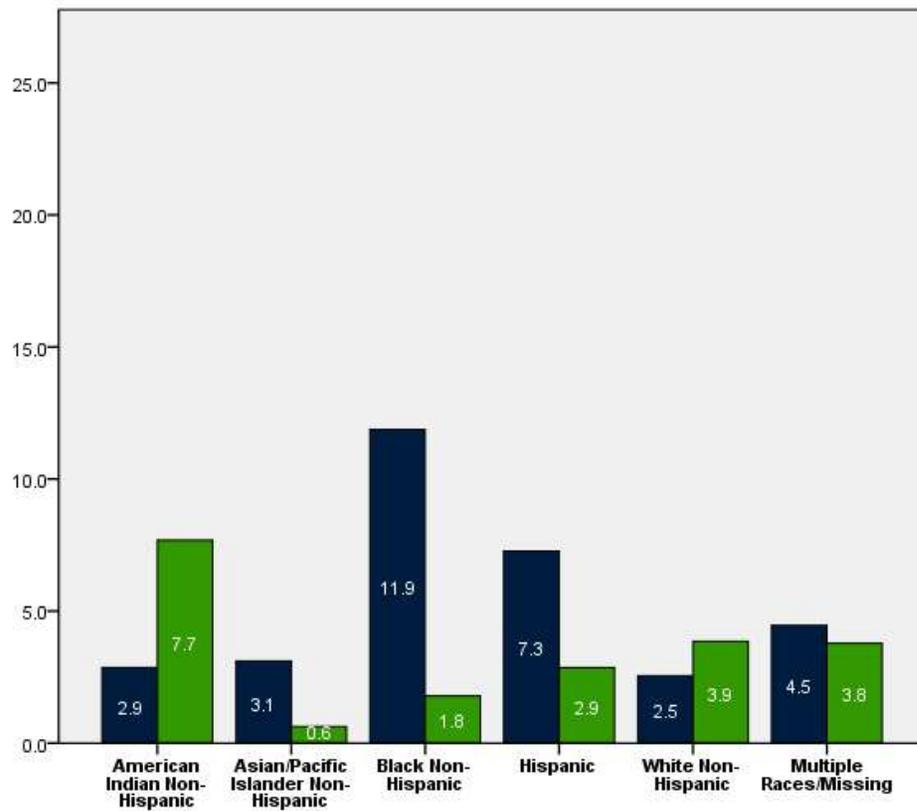
■ Yes
■ No



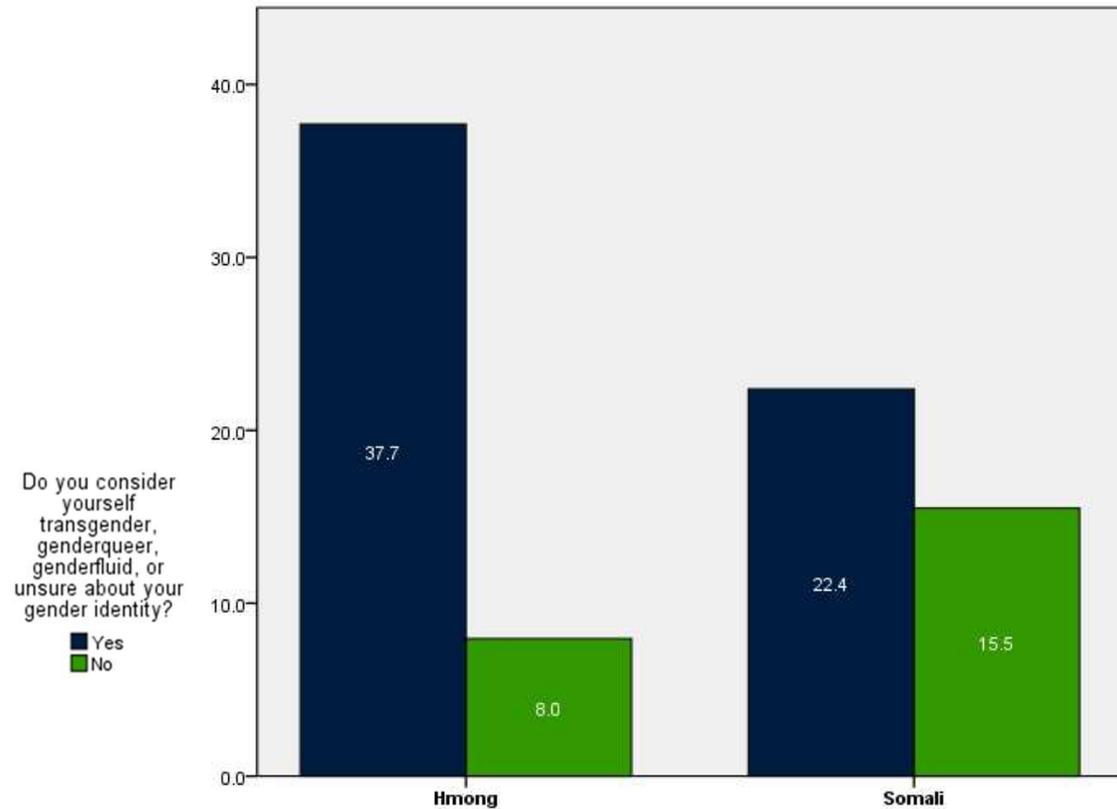
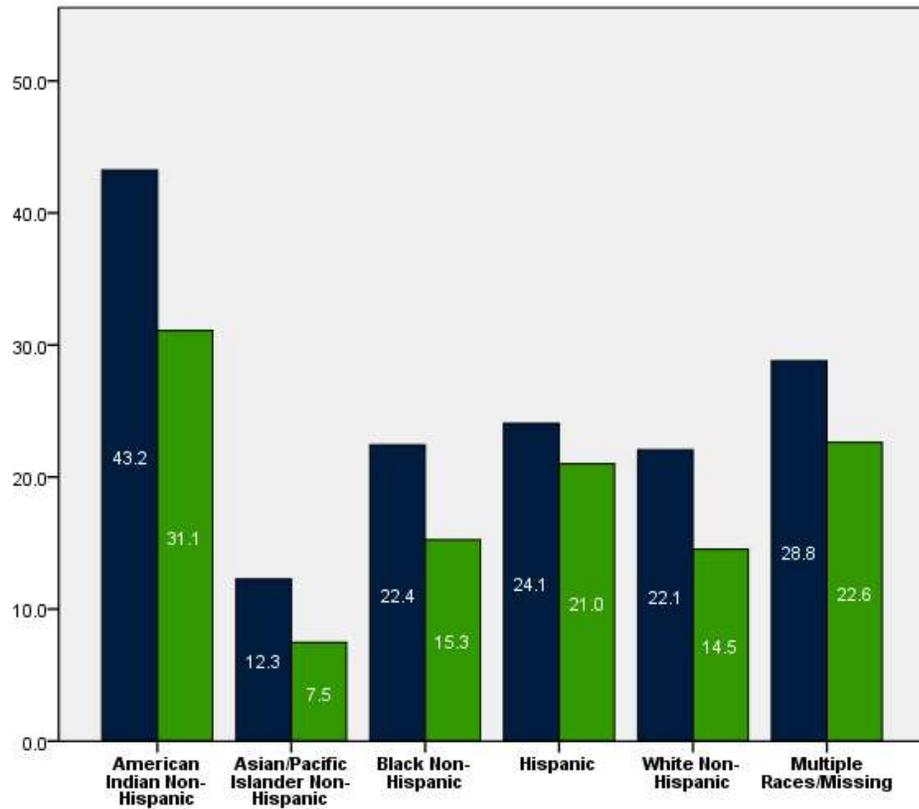
Q. Smoked cigarettes in the last 30 days



Q. Chewing tobacco, snuff or dip use in the last 30 days



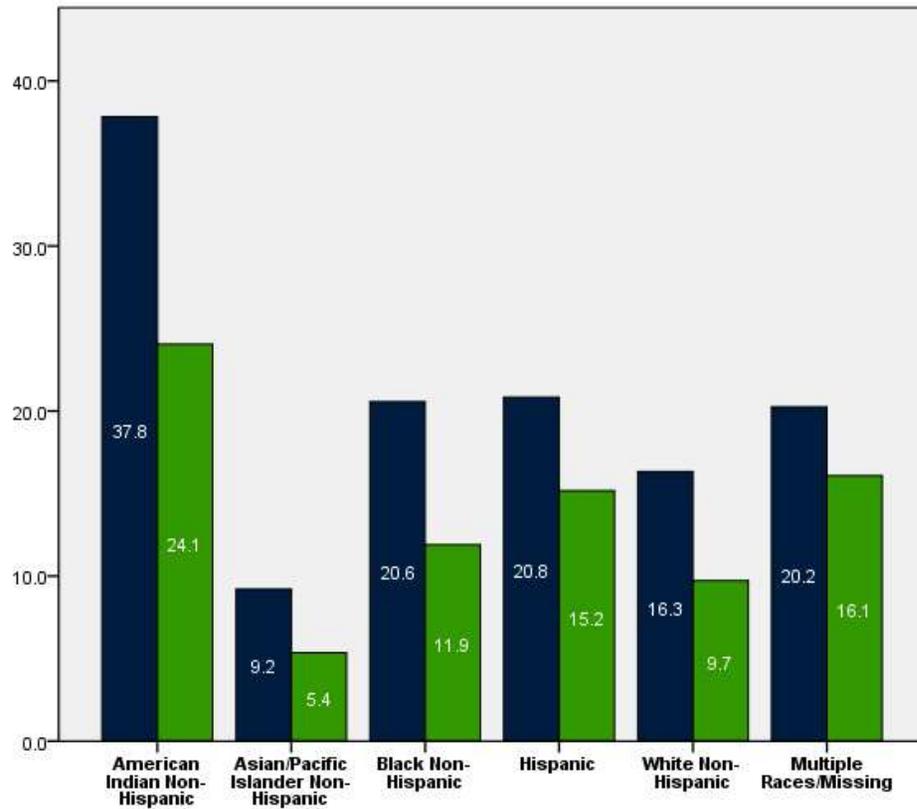
Q. Marijuana use in the last 12 months



Do you consider yourself transgender, genderqueer, genderfluid, or unsure about your gender identity?

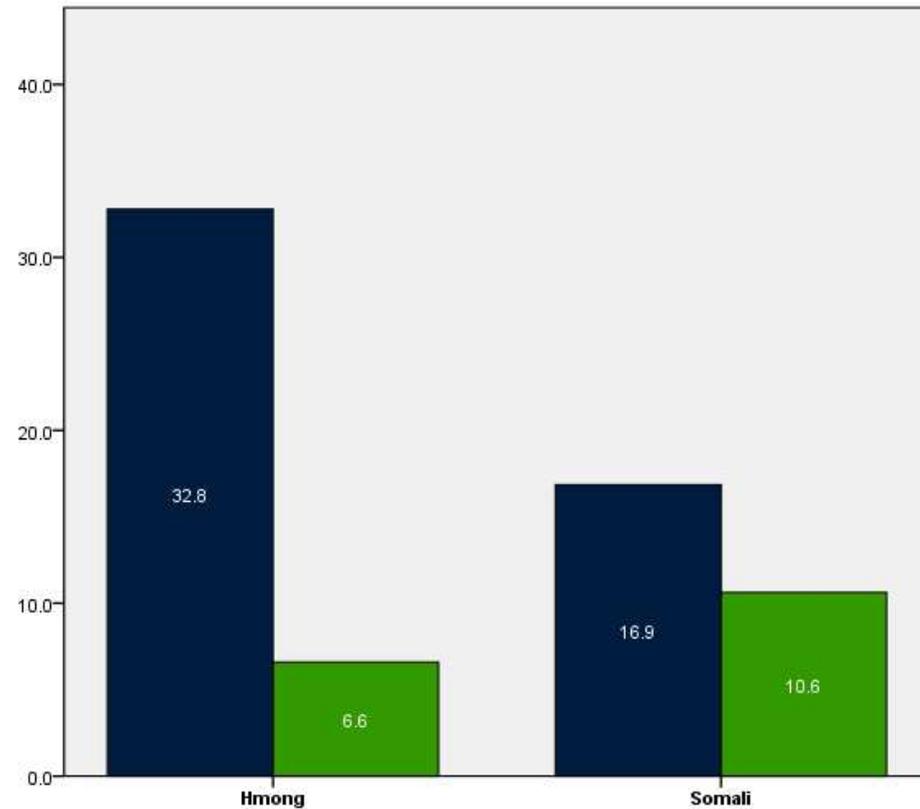
- Yes
- No

Q. Marijuana use in the last 30 days



Do you consider yourself transgender, genderqueer, genderfluid, or unsure about your gender identity?

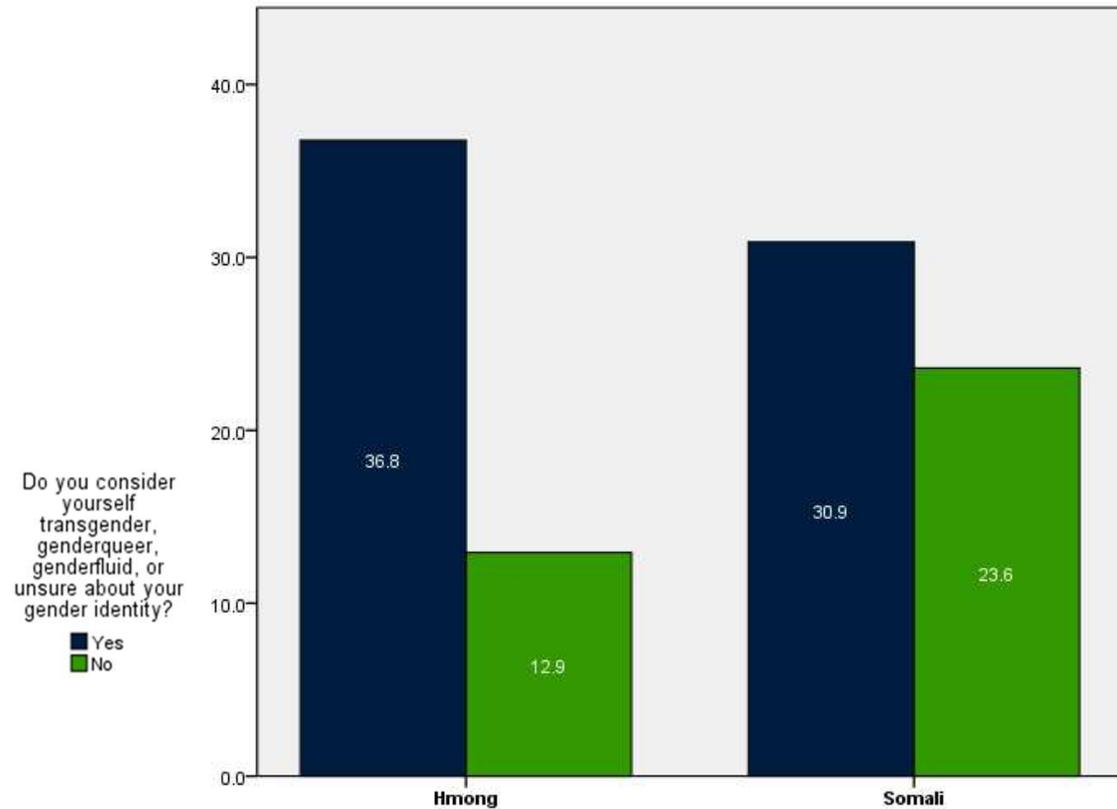
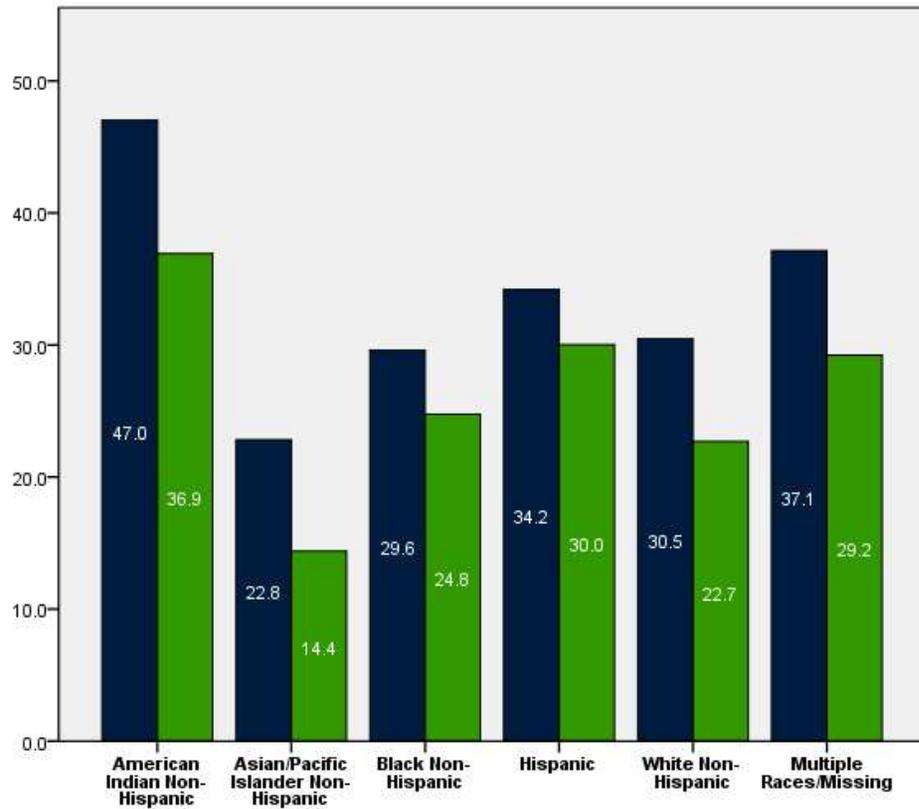
■ Yes
■ No



MSS 2016 Results

SEXUAL BEHAVIOR

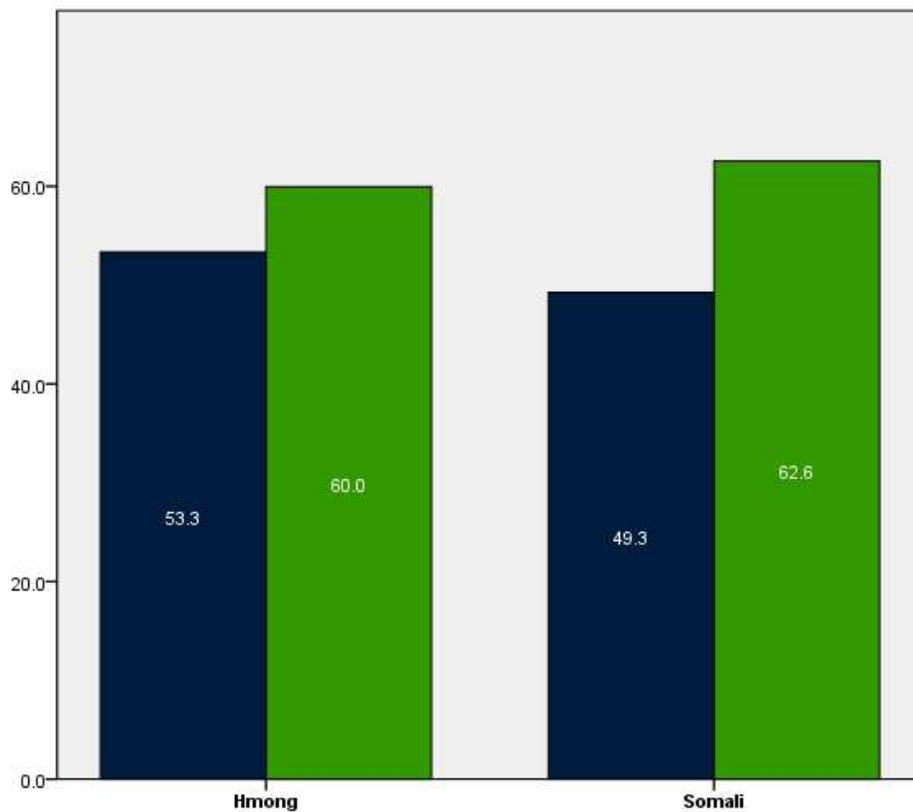
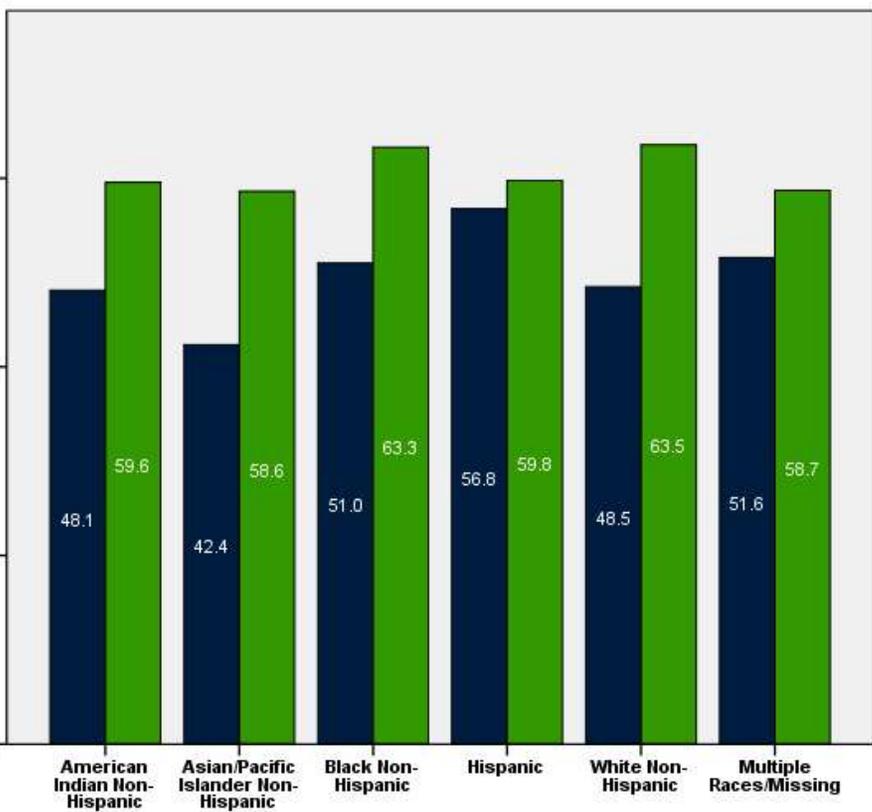
Q. Has ever had sexual intercourse



Do you consider yourself transgender, genderqueer, genderfluid, or unsure about your gender identity?

- Yes
- No

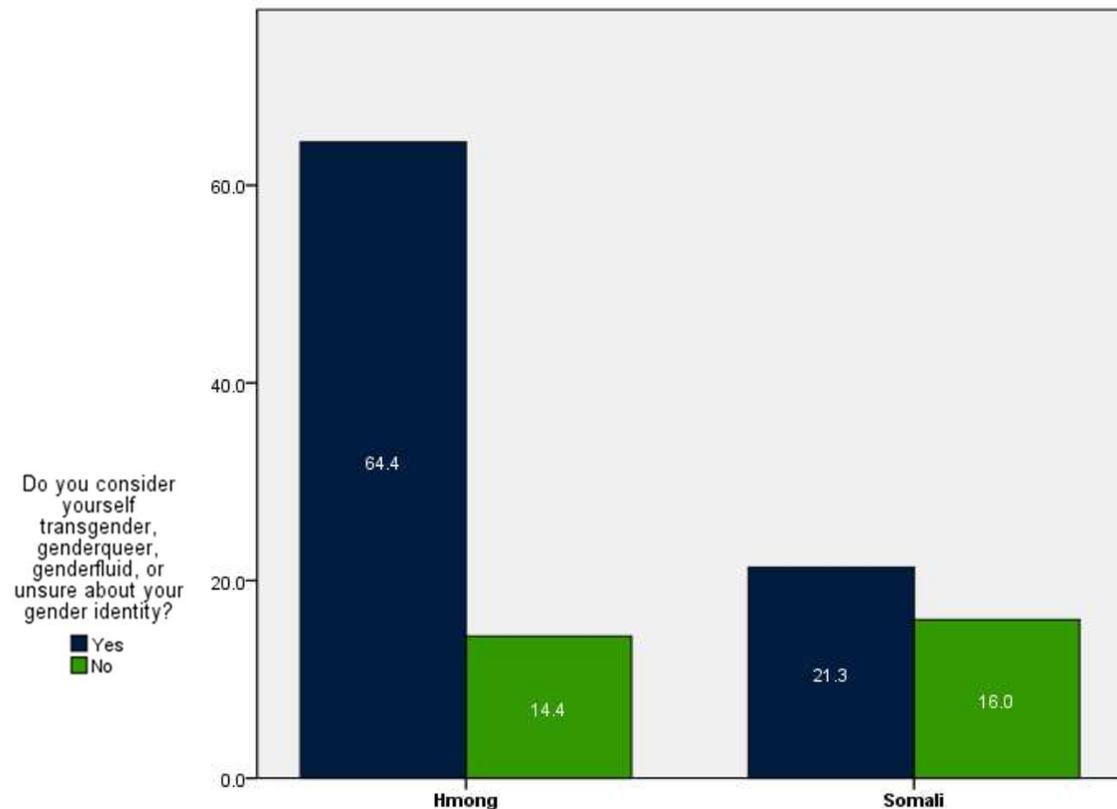
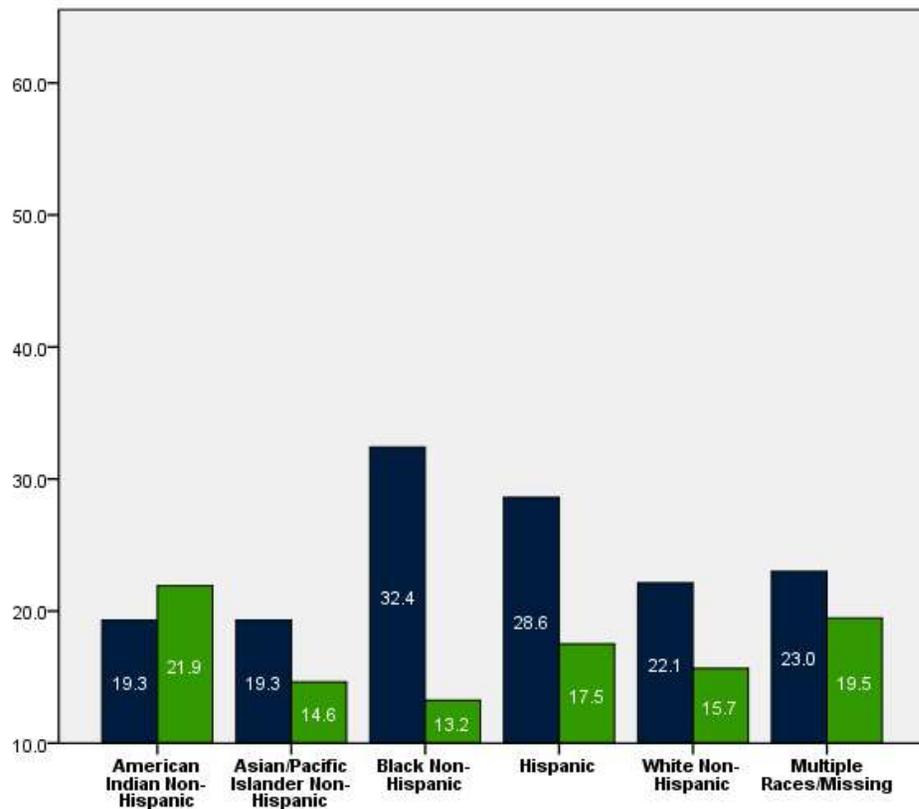
Q. Used a condom last time had sexual intercourse



Do you consider yourself transgender, genderqueer, genderfluid, or unsure about your gender identity?

- Yes
- No

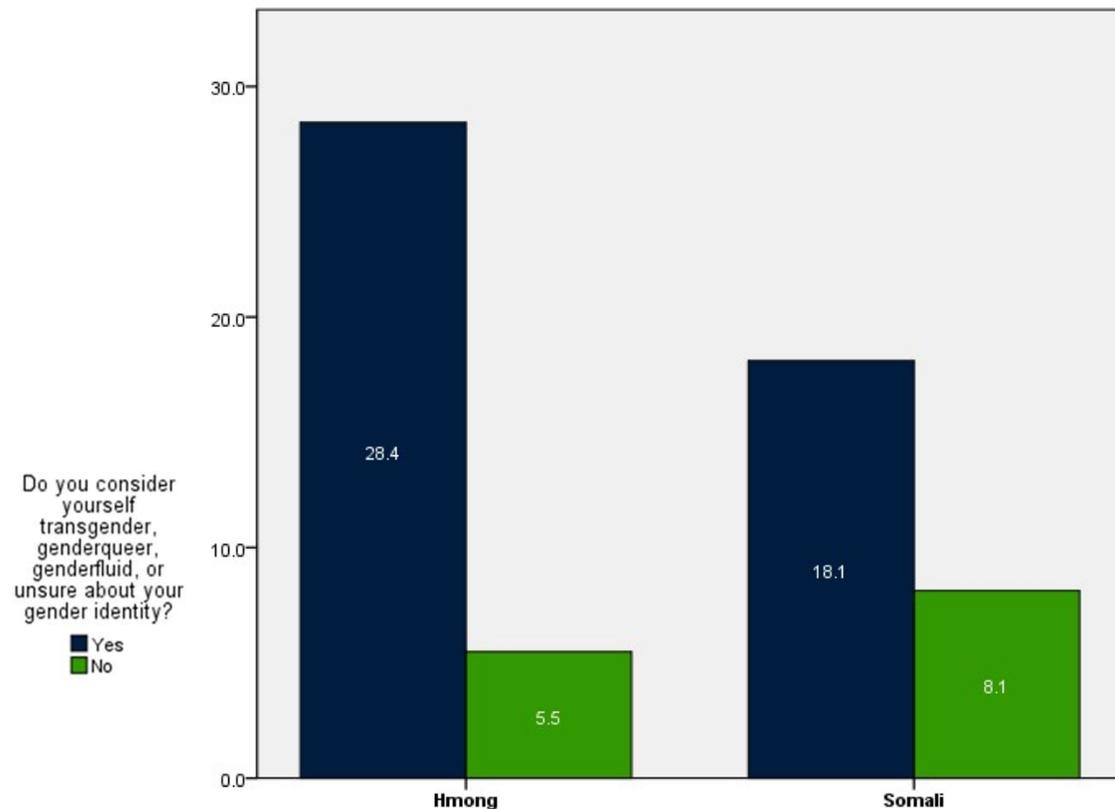
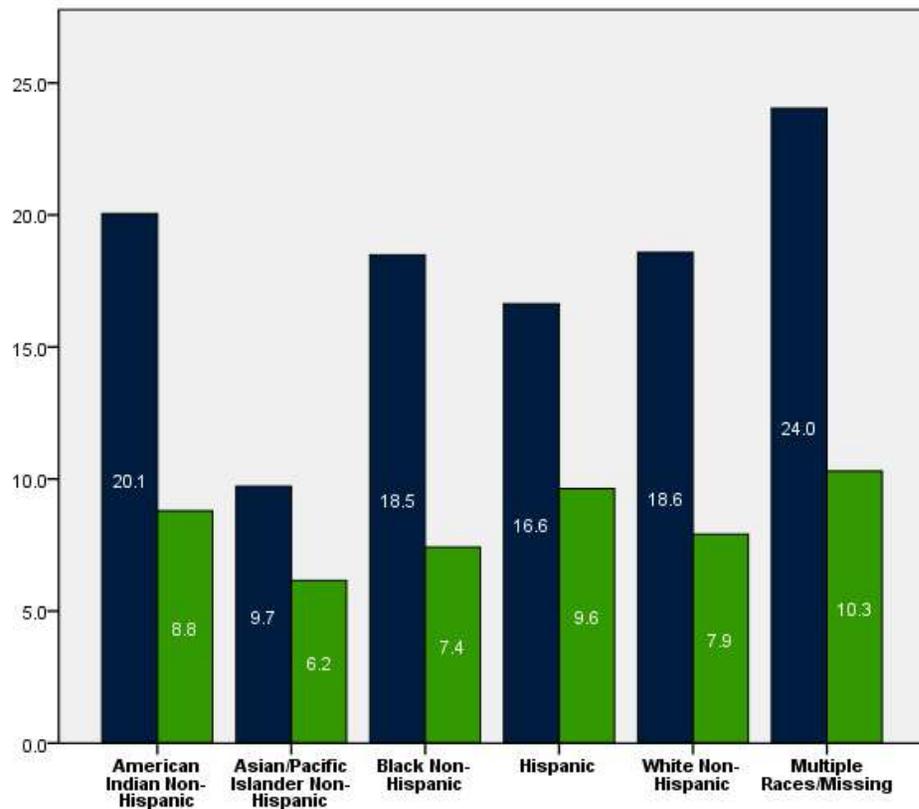
Q. Drank alcohol or used drugs before you had sexual intercourse the last time



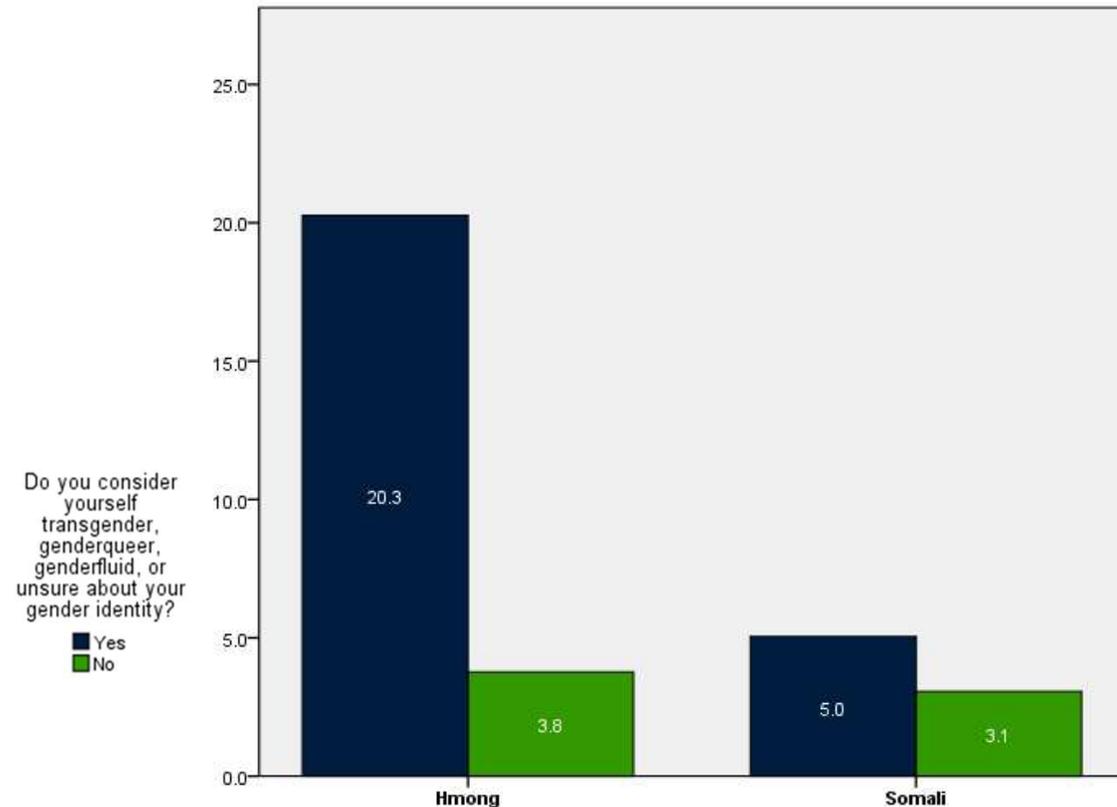
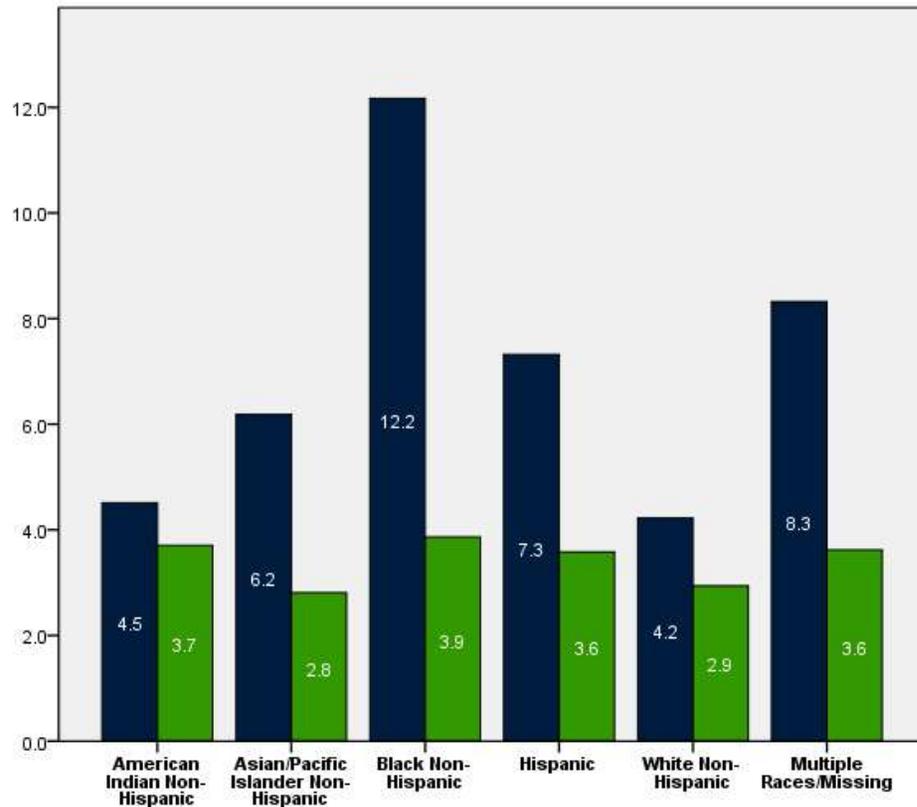
MSS 2016 Results

SEXUAL VIOLENCE

Q. Been pressured by significant other into having sex when you didn't want to



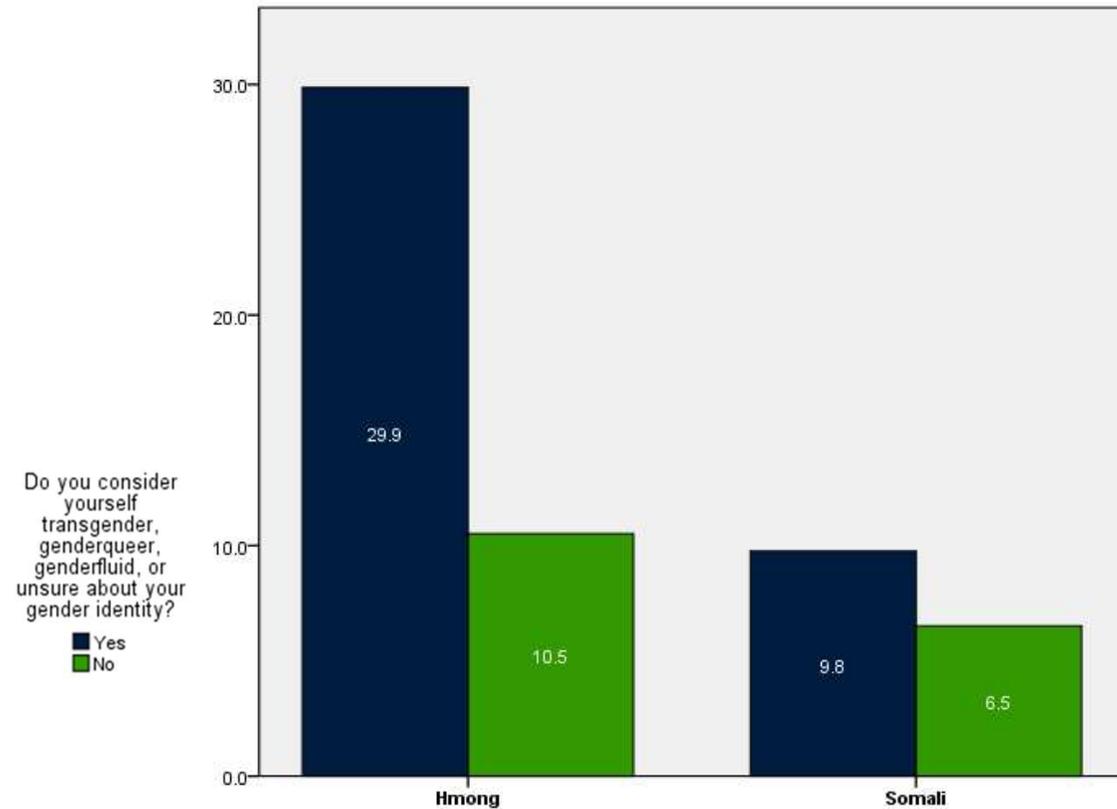
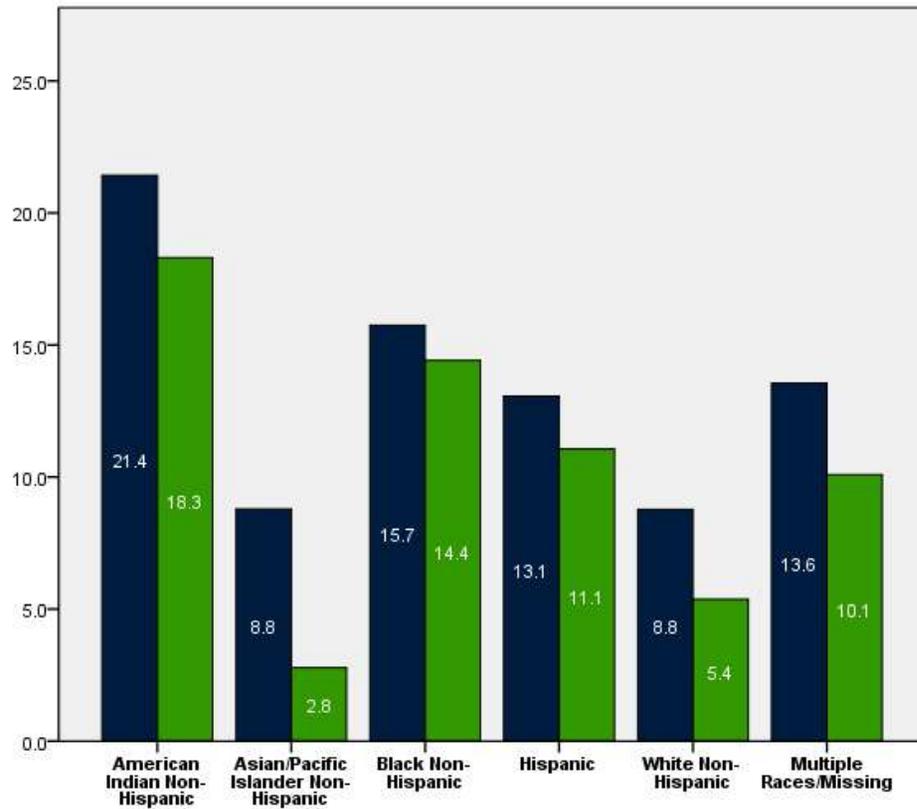
Q. Student has pressured significant other into having sex when they didn't want to



MSS 2016 Results

PROBLEMATIC BEHAVIOR

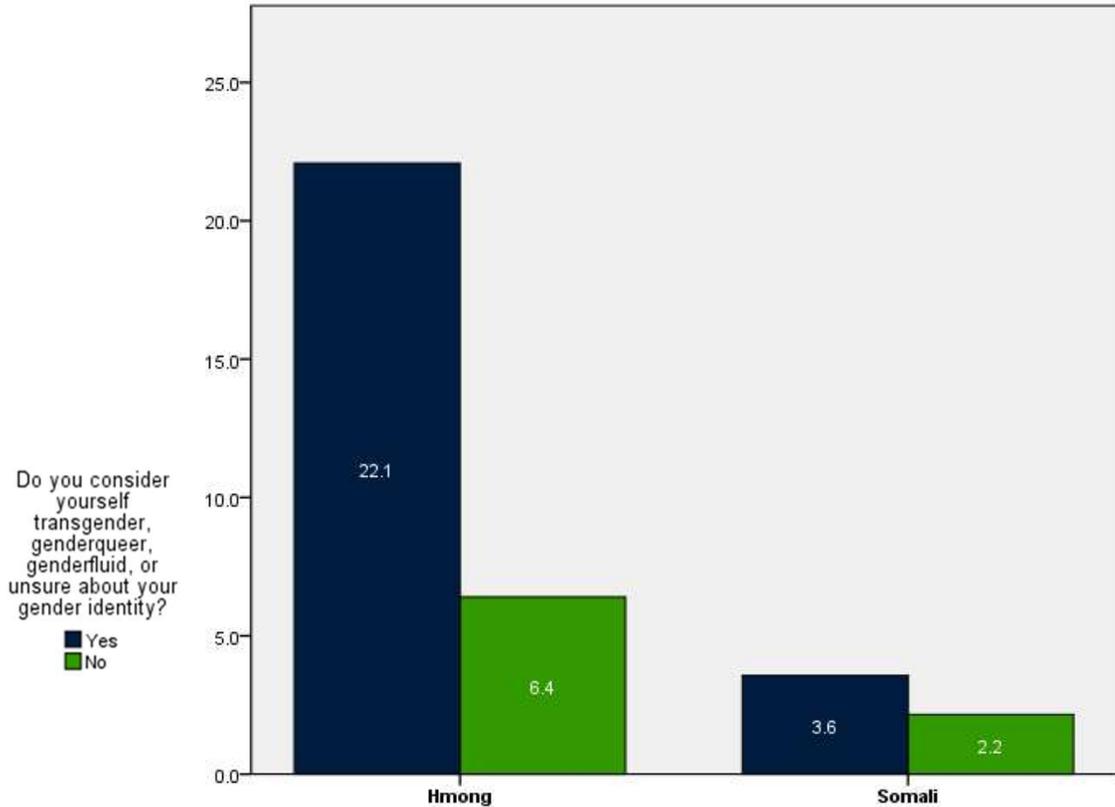
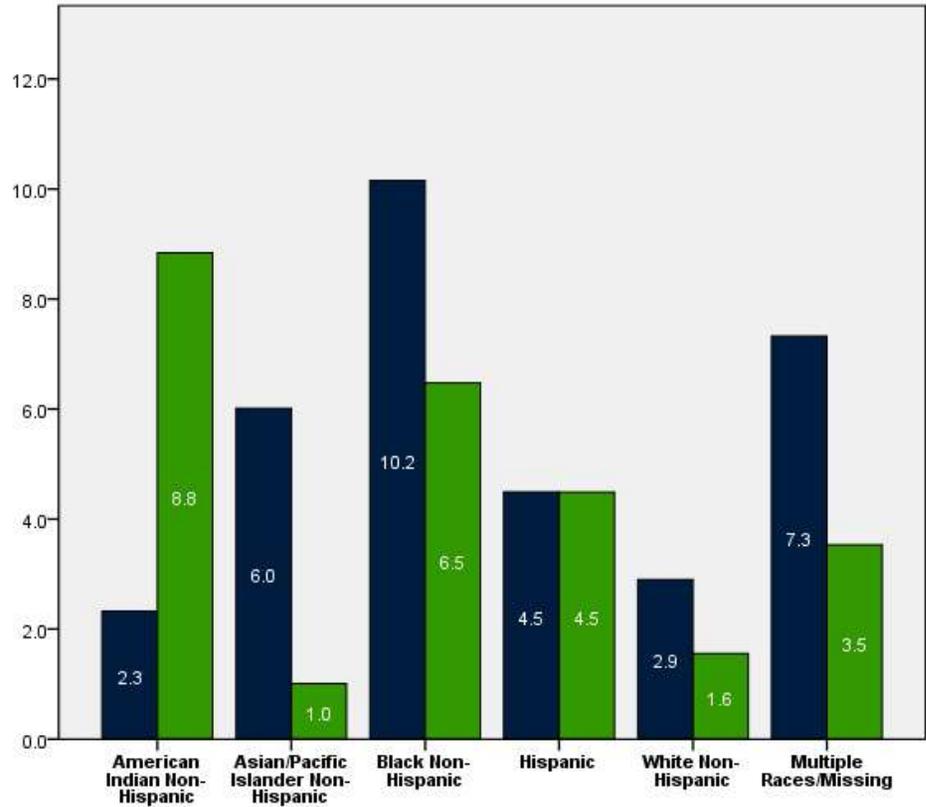
Q. Sent to school office for discipline in the last 30 days



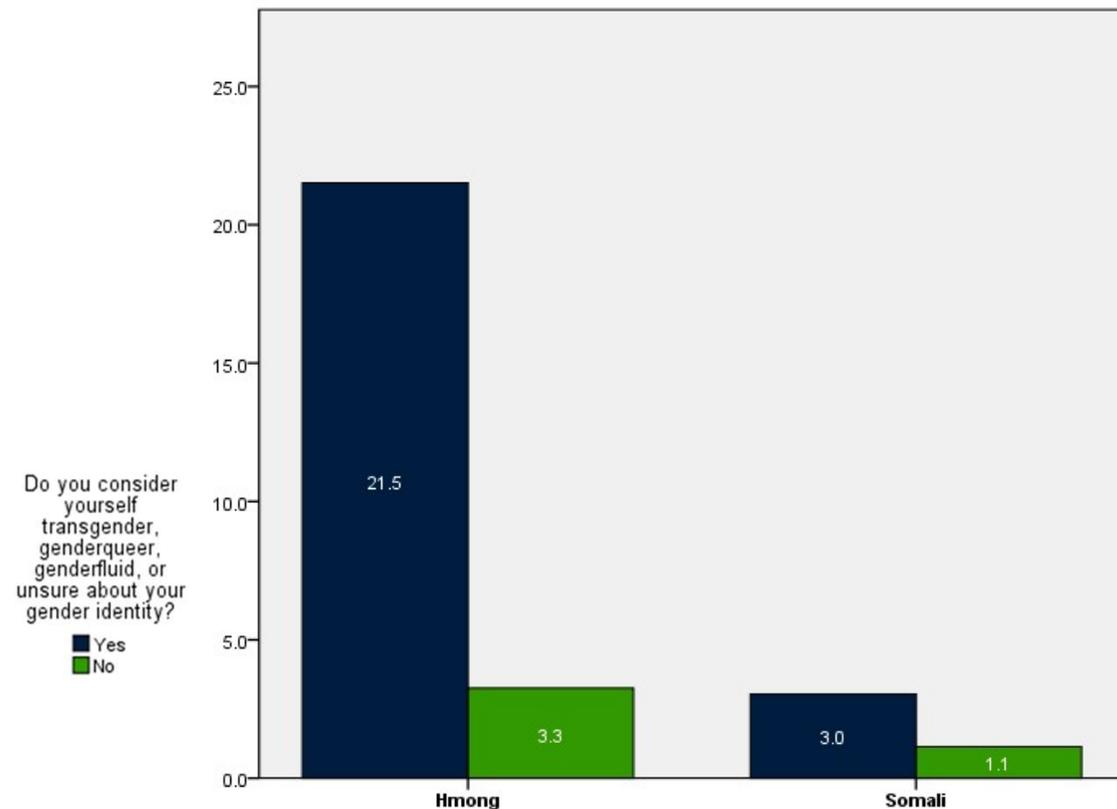
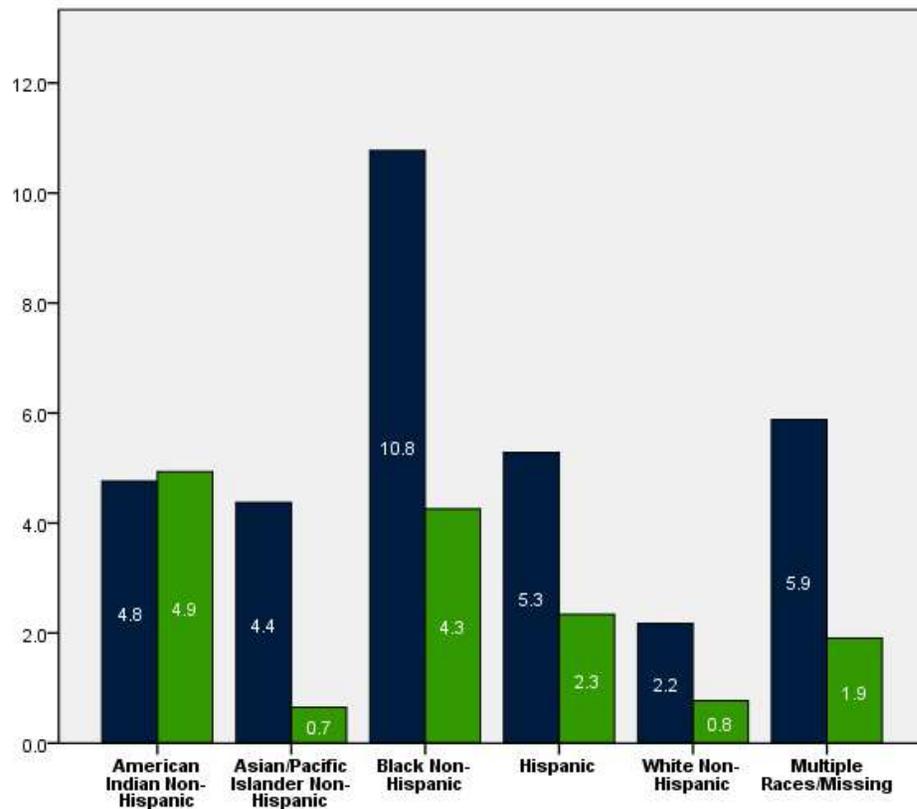
Do you consider yourself transgender, genderqueer, genderfluid, or unsure about your gender identity?

- Yes
- No

Q. In school suspension in the last 30 days



Q. Out of school suspension in the last 30 days



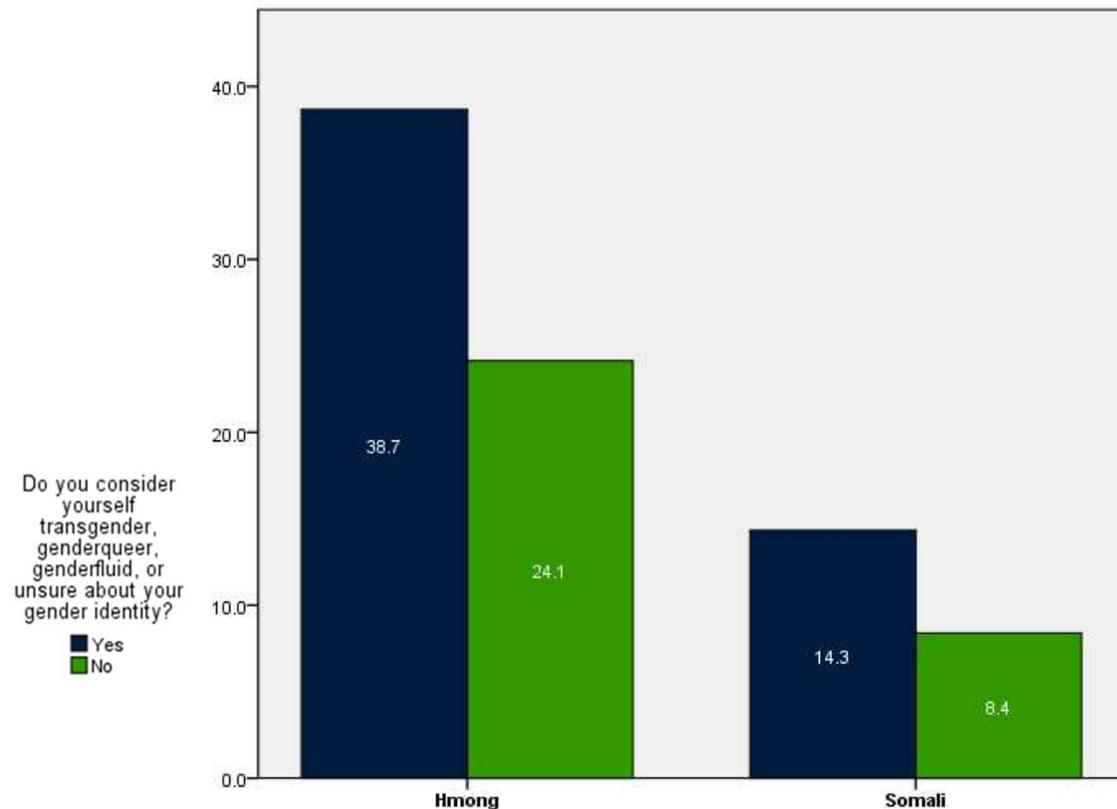
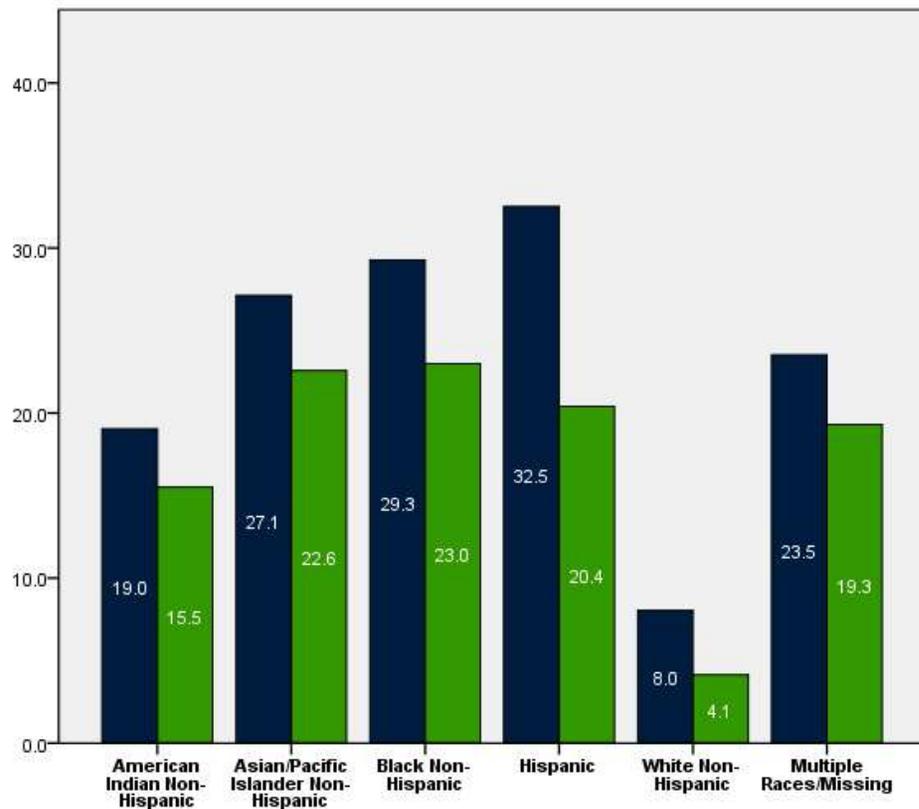
Do you consider yourself transgender, genderqueer, genderfluid, or unsure about your gender identity?

- Yes
- No

MSS 2016 Results

BULLYING

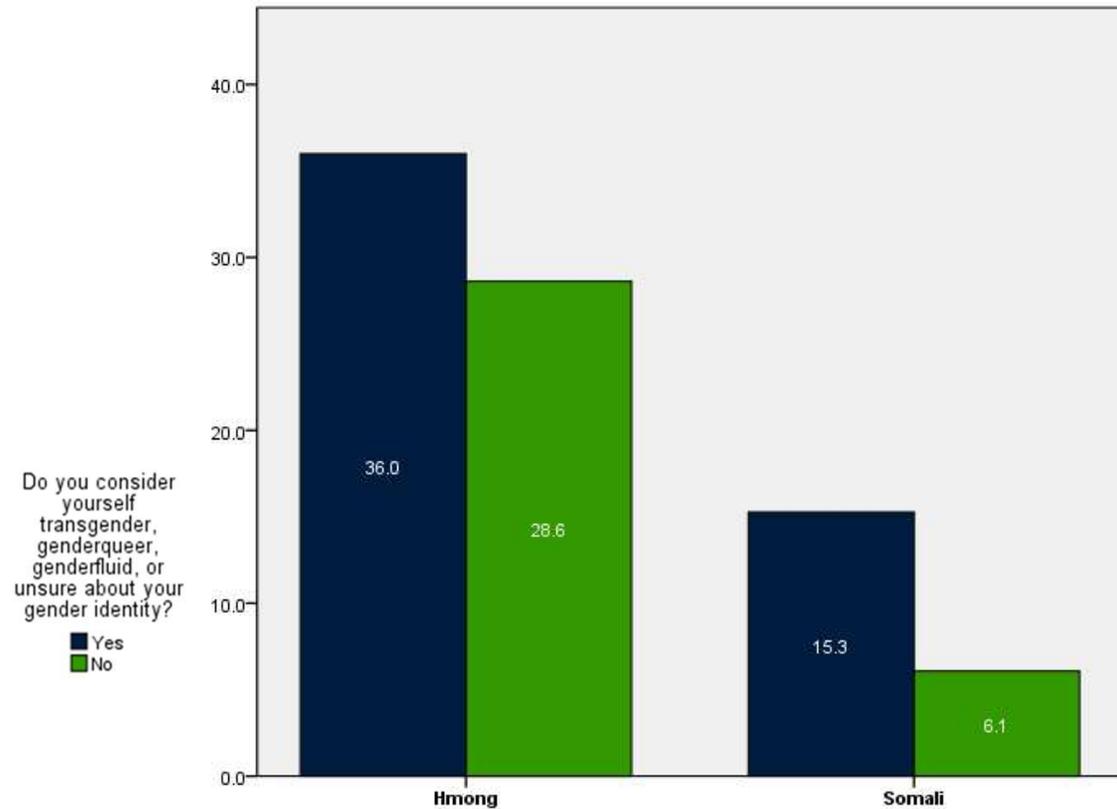
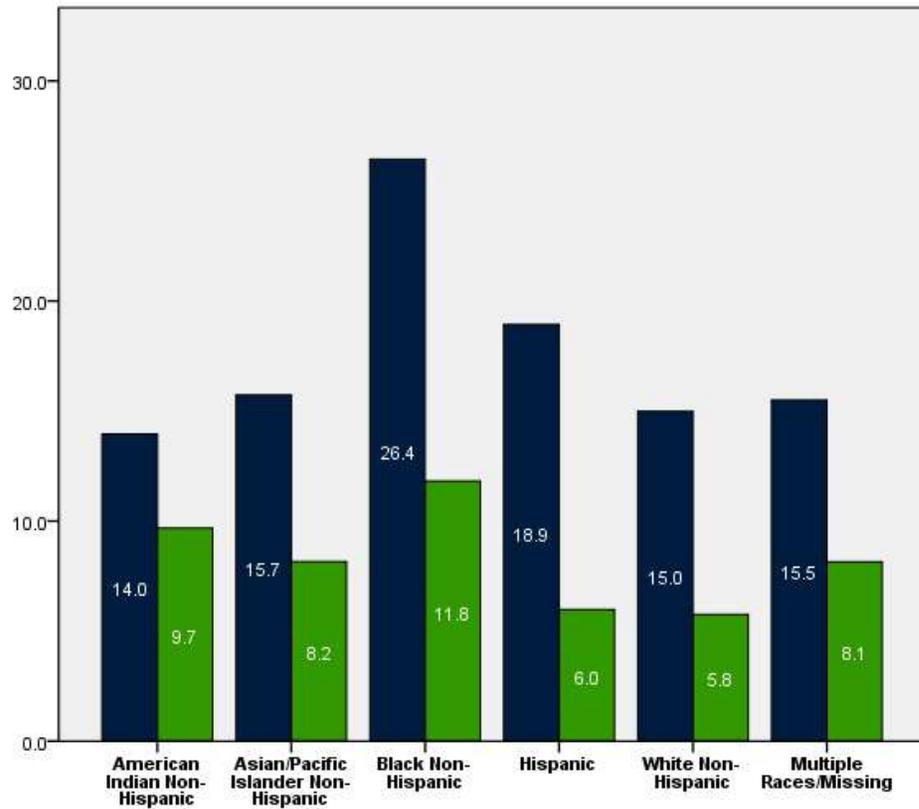
Q. Harassed or bullied by other students in the last 30 days for race/ethnicity



Do you consider yourself transgender, genderqueer, genderfluid, or unsure about your gender identity?

- Yes
- No

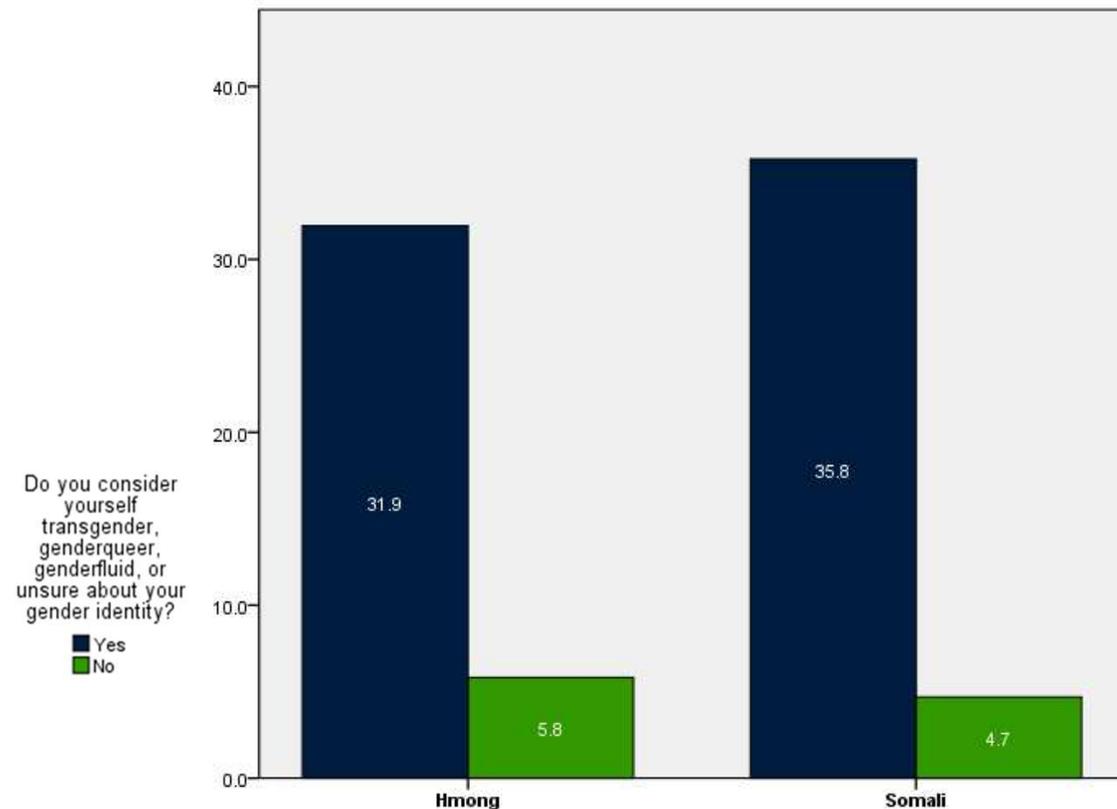
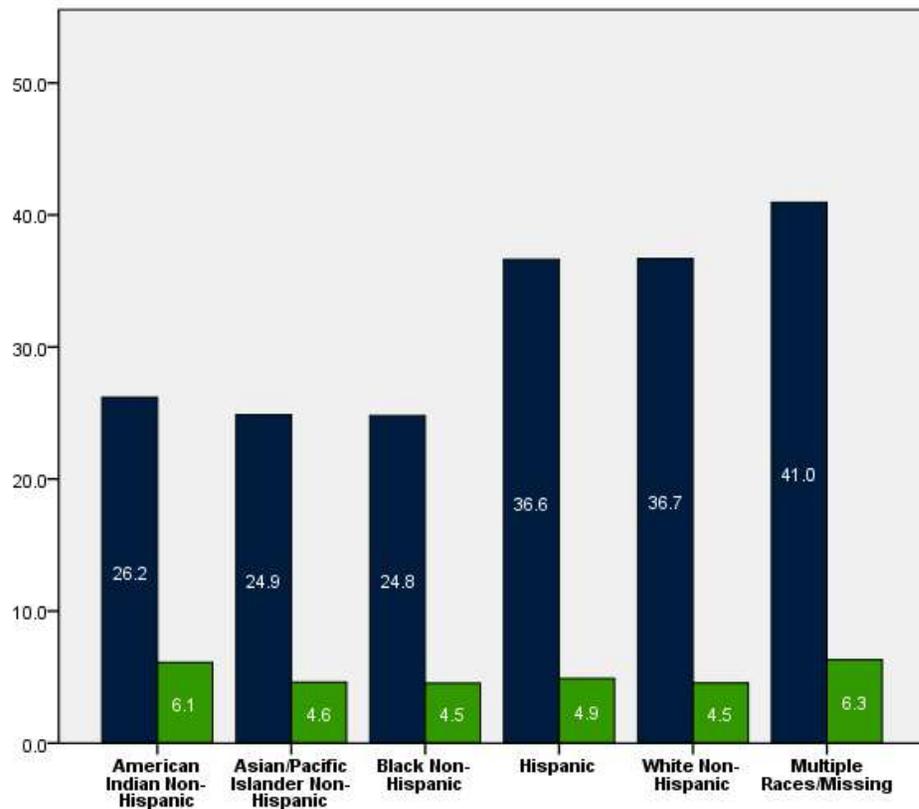
Q. Harassed or bullied by other students in the last 30 days for religion



Do you consider yourself transgender, genderqueer, genderfluid, or unsure about your gender identity?

- Yes
- No

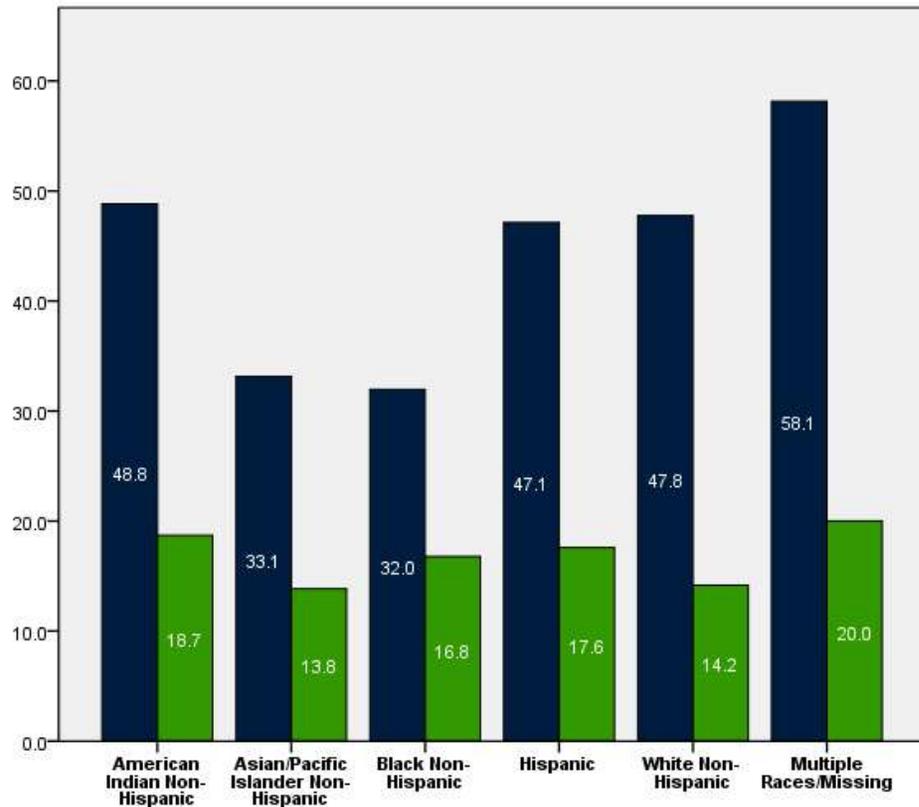
Q. Harassed or bullied by other students in the last 30 days for gender



Do you consider yourself transgender, genderqueer, genderfluid, or unsure about your gender identity?

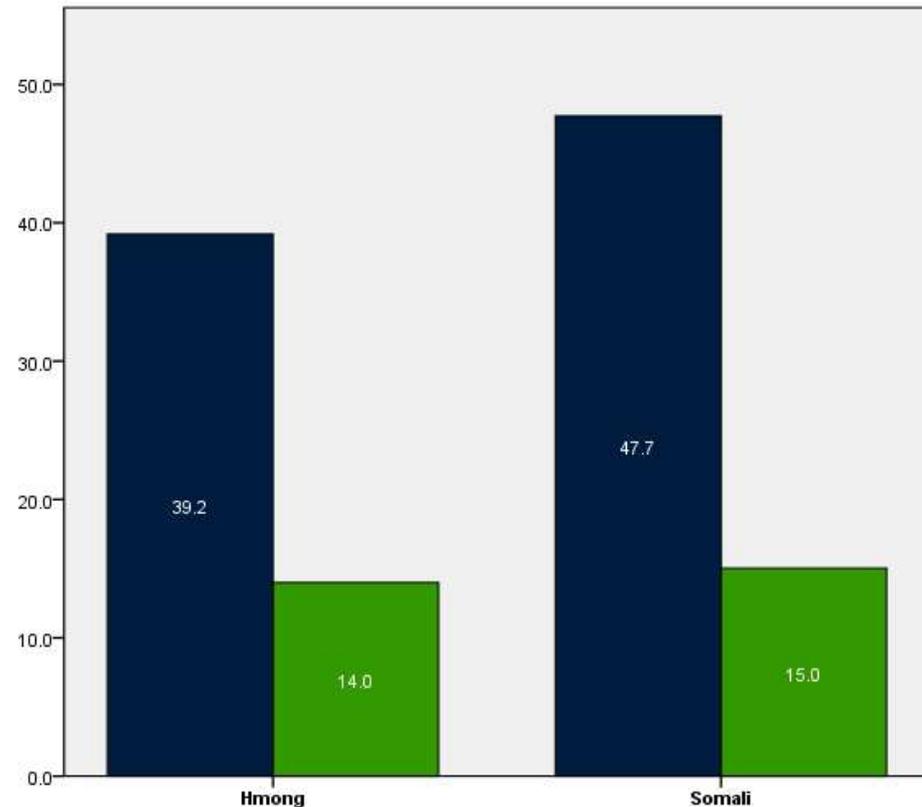
- Yes
- No

Q. Harassed or bullied by other students in the last 30 days for gender expression

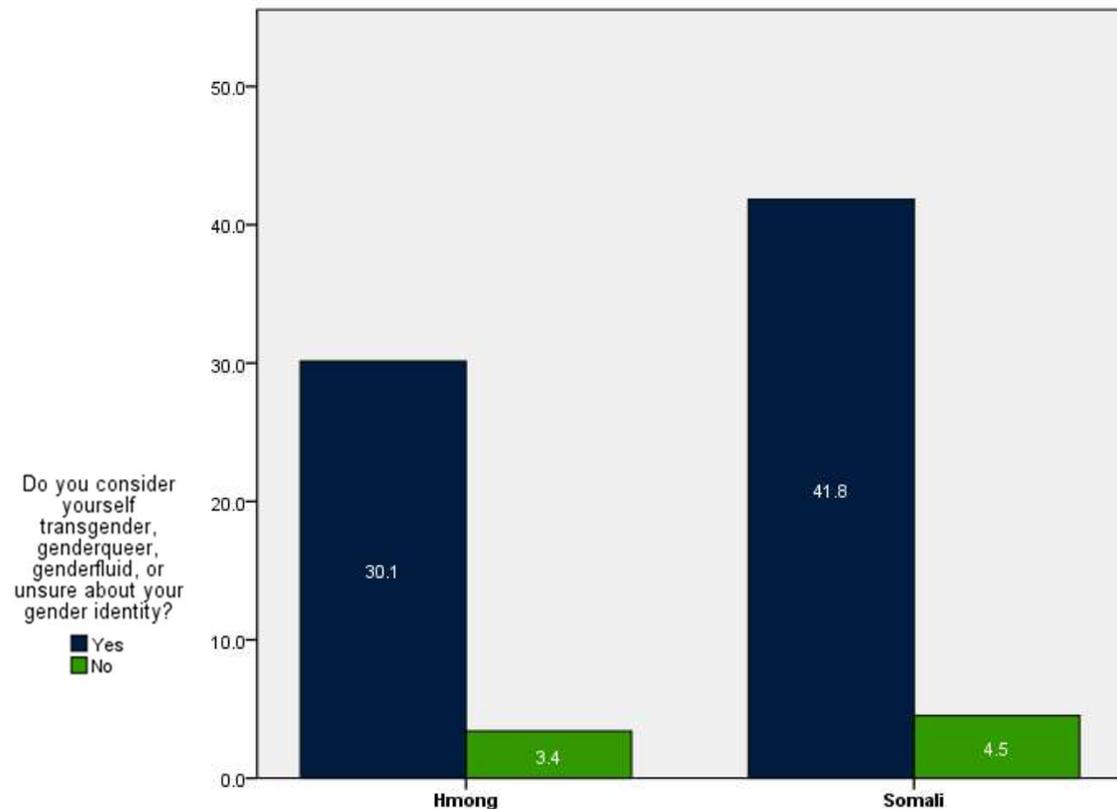
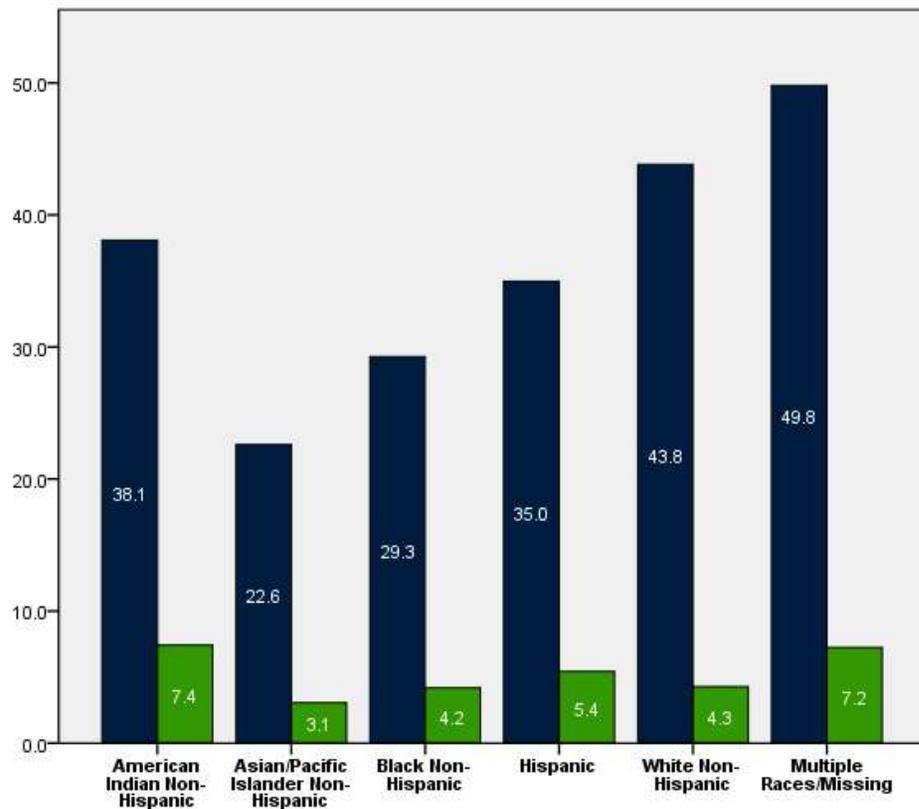


Do you consider yourself transgender, genderqueer, genderfluid, or unsure about your gender identity?

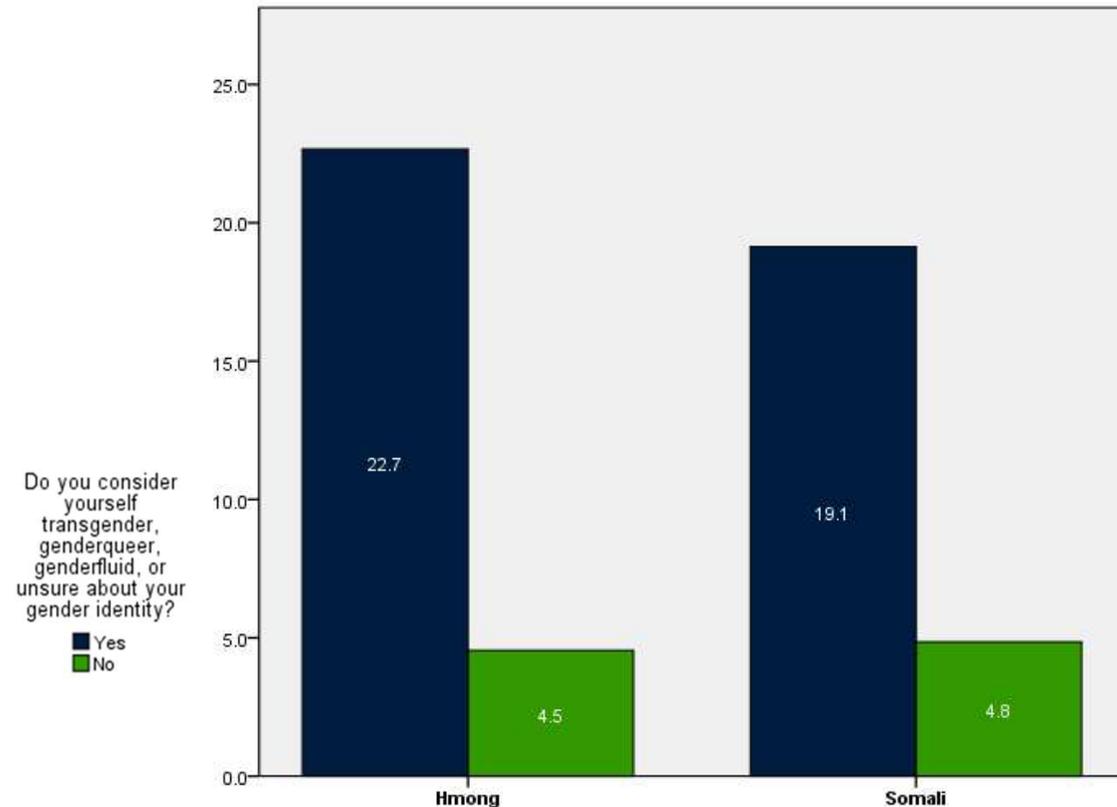
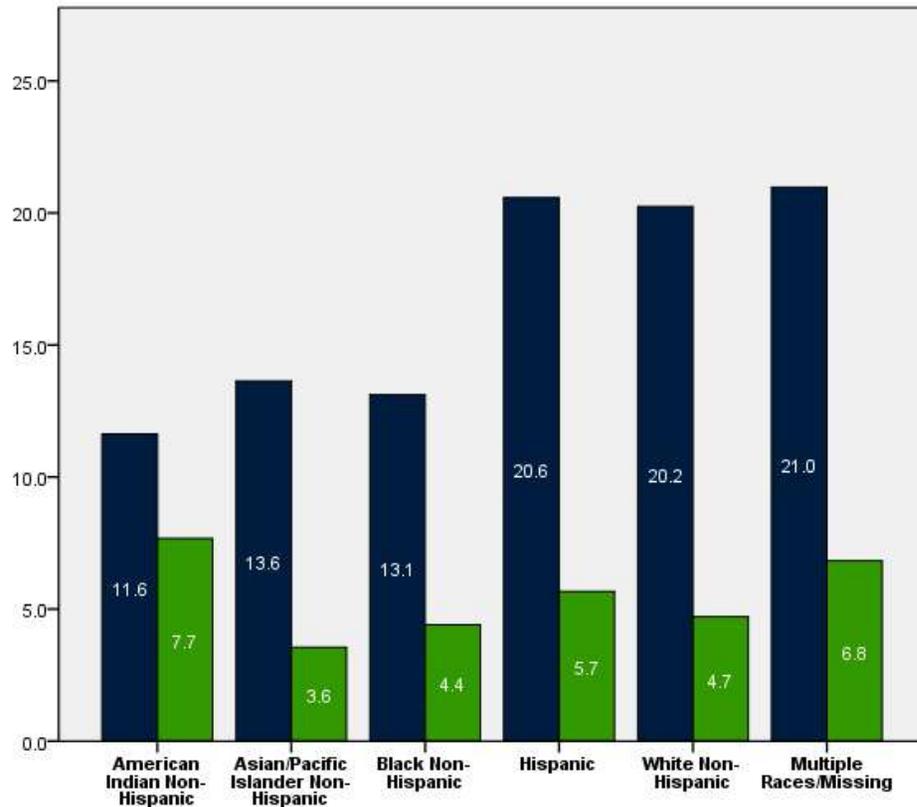
■ Yes
■ No



Q. Harassed or bullied by other students in the last 30 days for sexual identity or perceived sexual identity



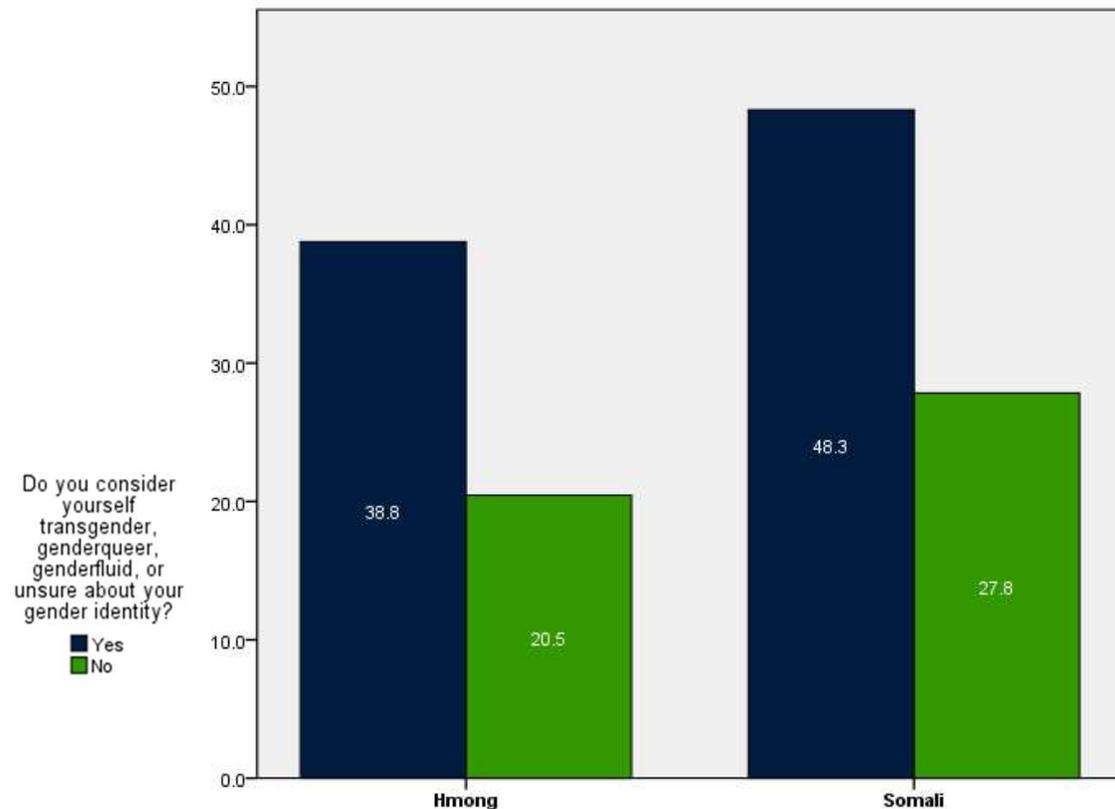
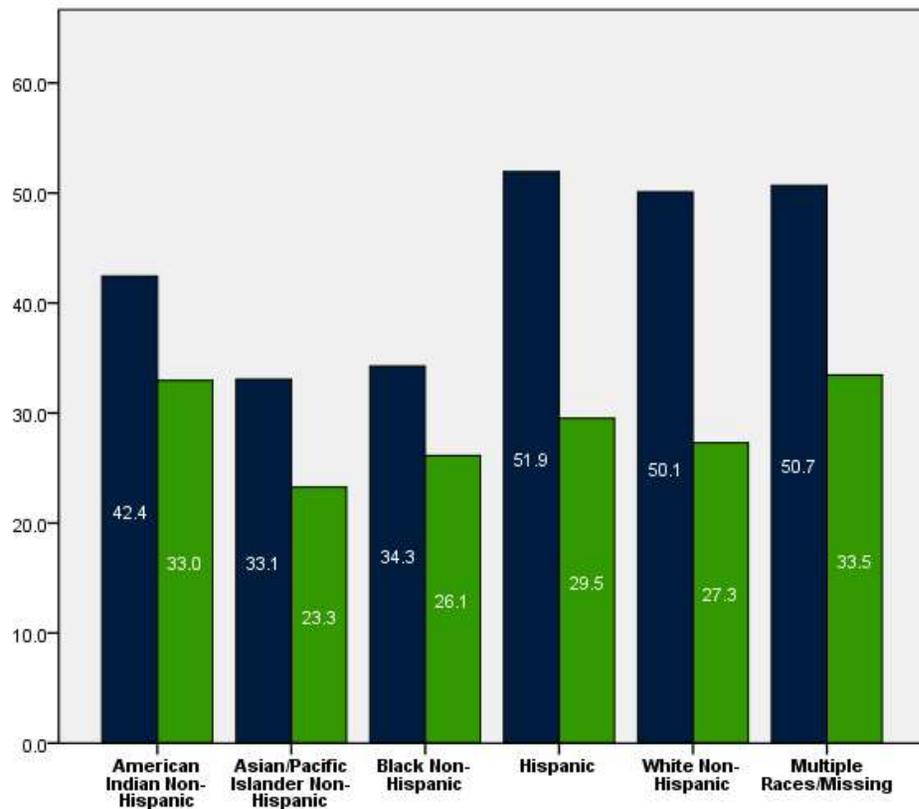
Q. Harassed or bullied by other students in the last 30 days for physical or mental disability



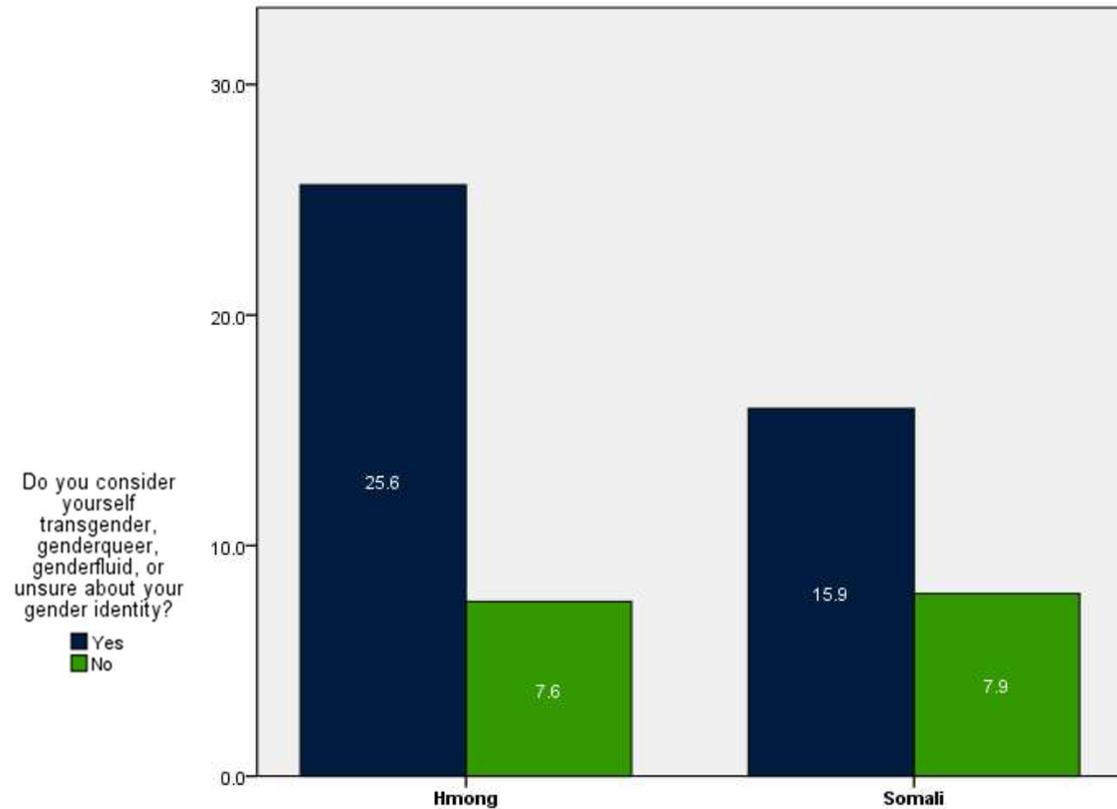
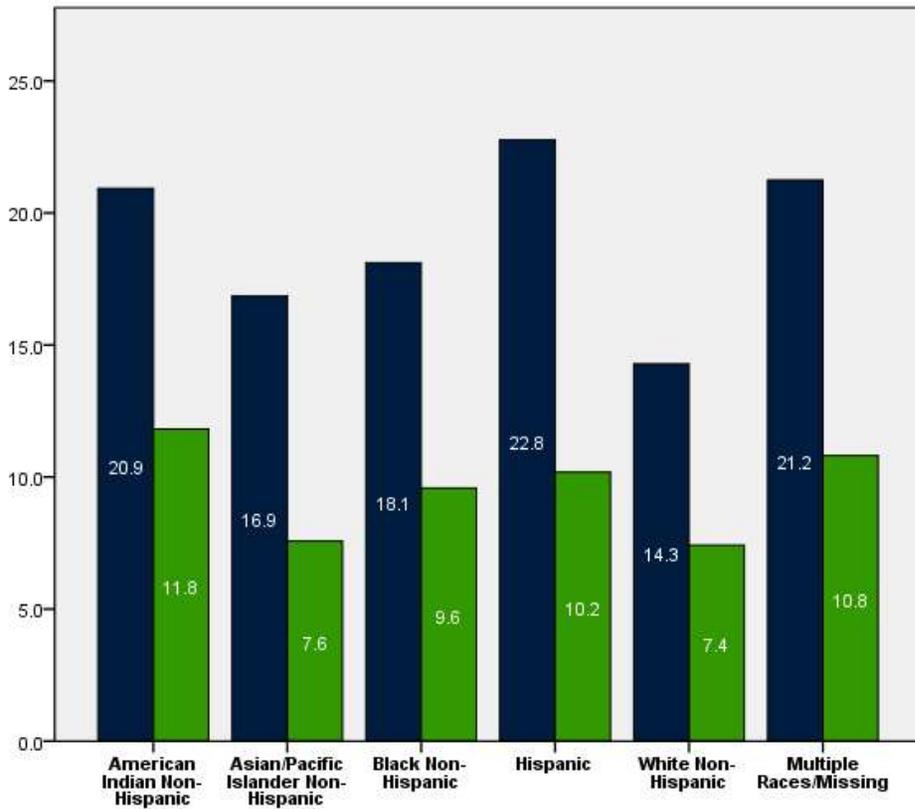
Do you consider yourself transgender, genderqueer, genderfluid, or unsure about your gender identity?

- Yes
- No

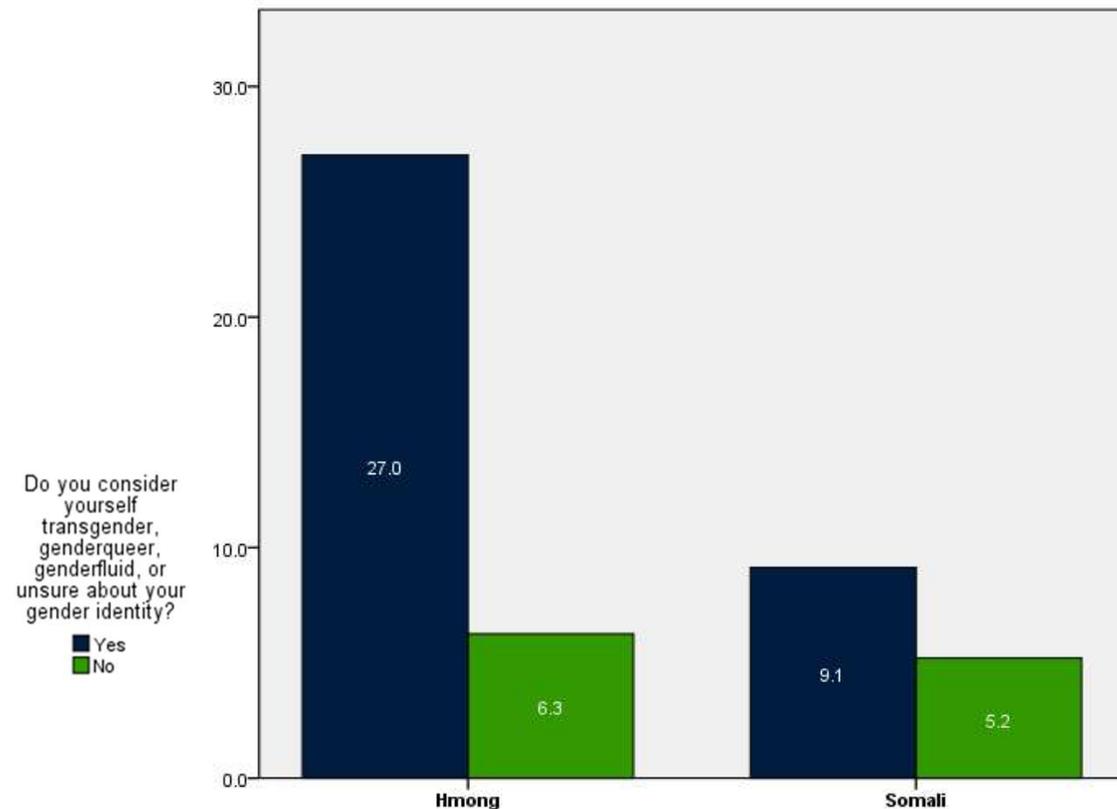
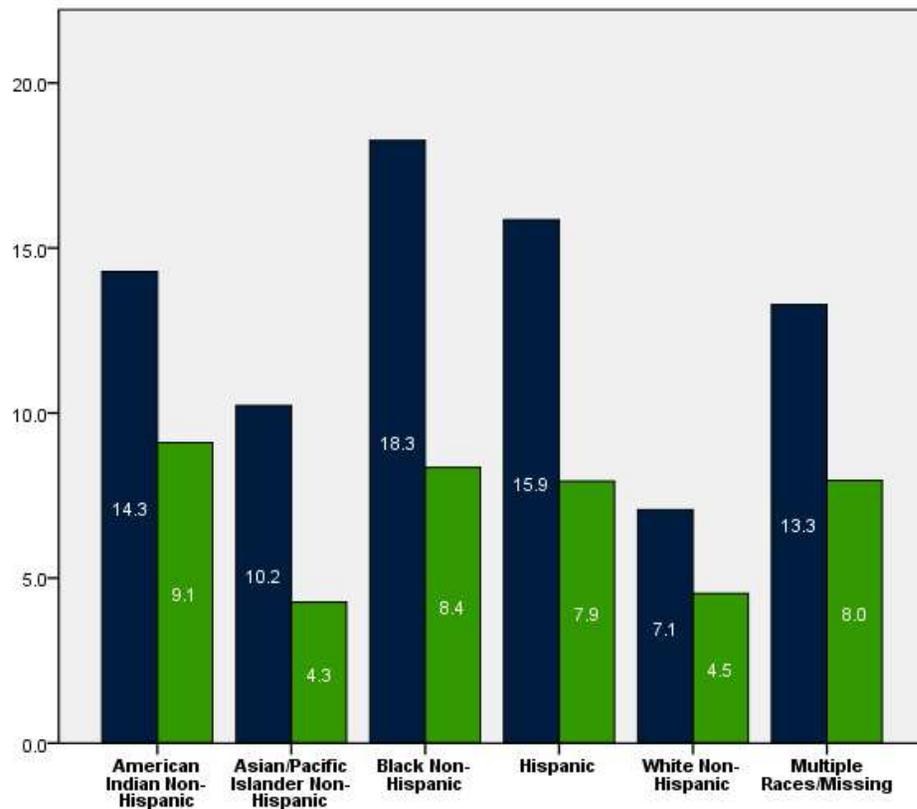
Q. Harassed or bullied by other students in the last 30 days for weight or physical appearance



Q. Pushed, shoved, slapped, hit or kicked by other students when not kidding around in the last 30 days



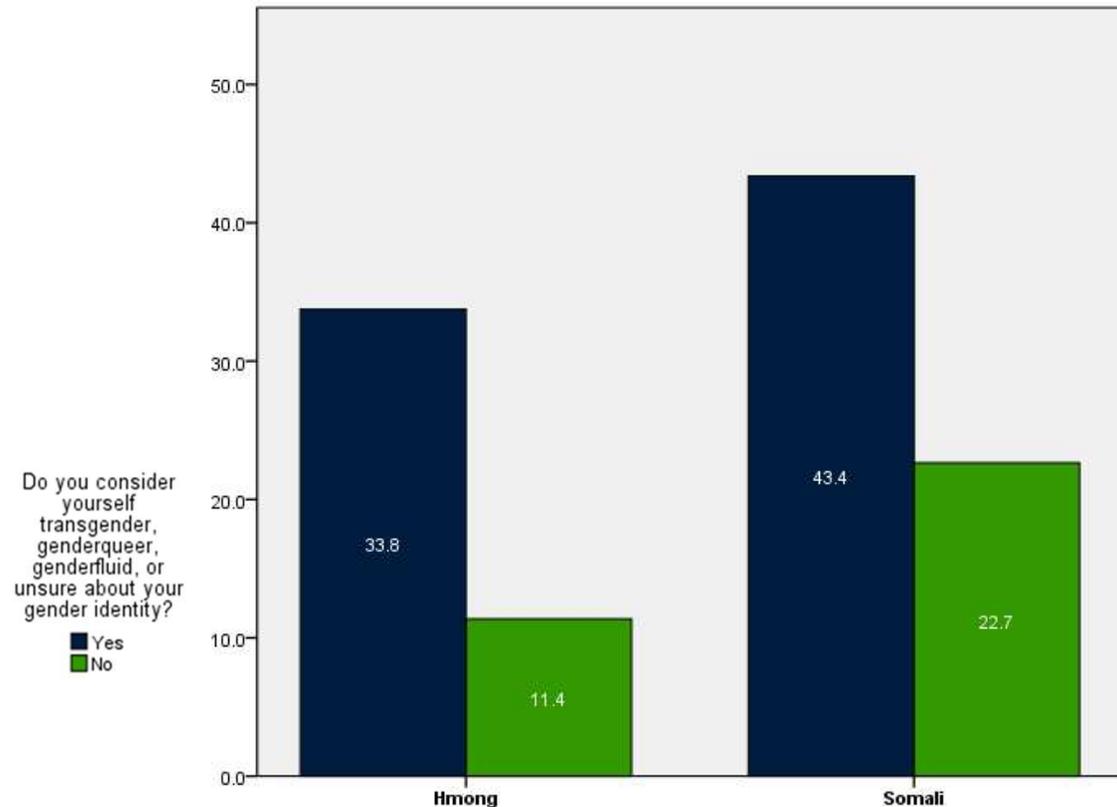
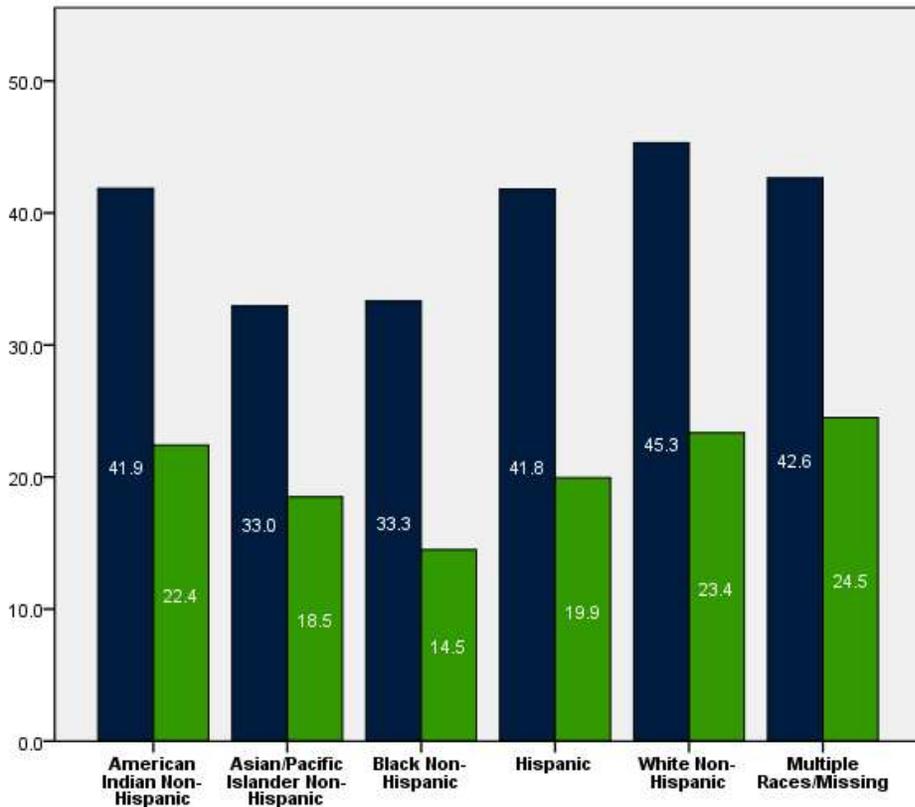
Q. Student has pushed, shoved, slapped, hit or kicked other students when not kidding around in the last 30 days



Do you consider yourself transgender, genderqueer, genderfluid, or unsure about your gender identity?

■ Yes
■ No

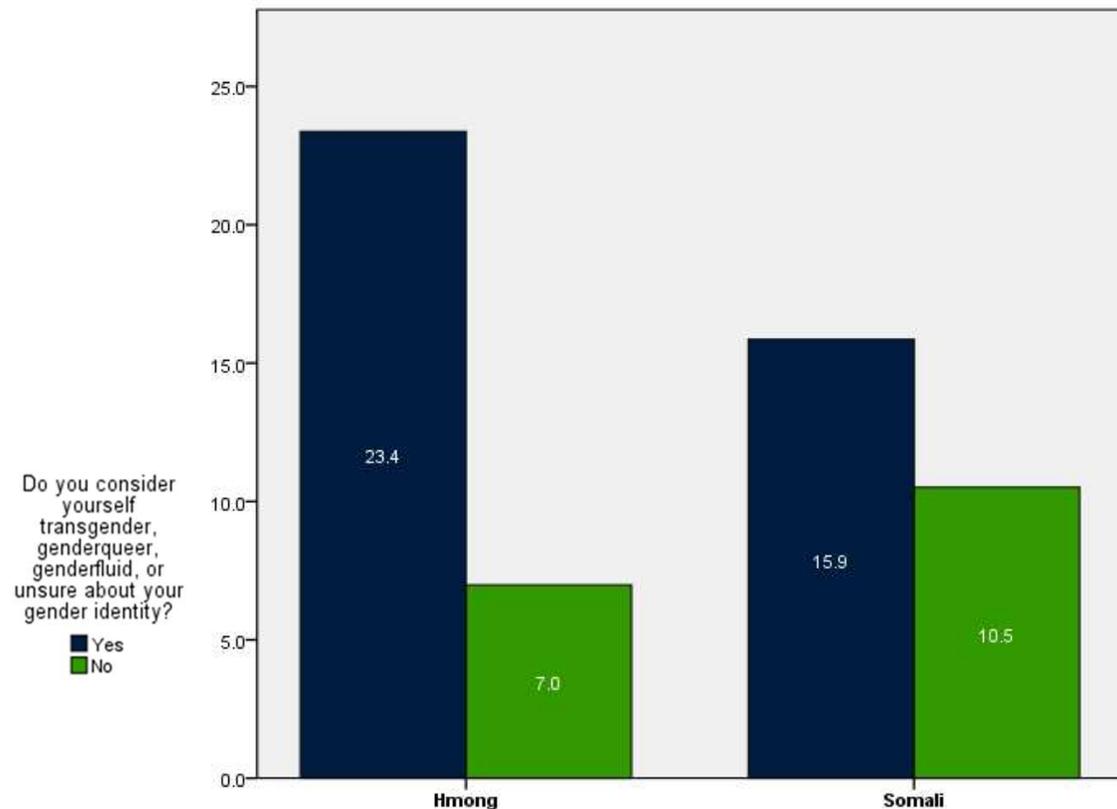
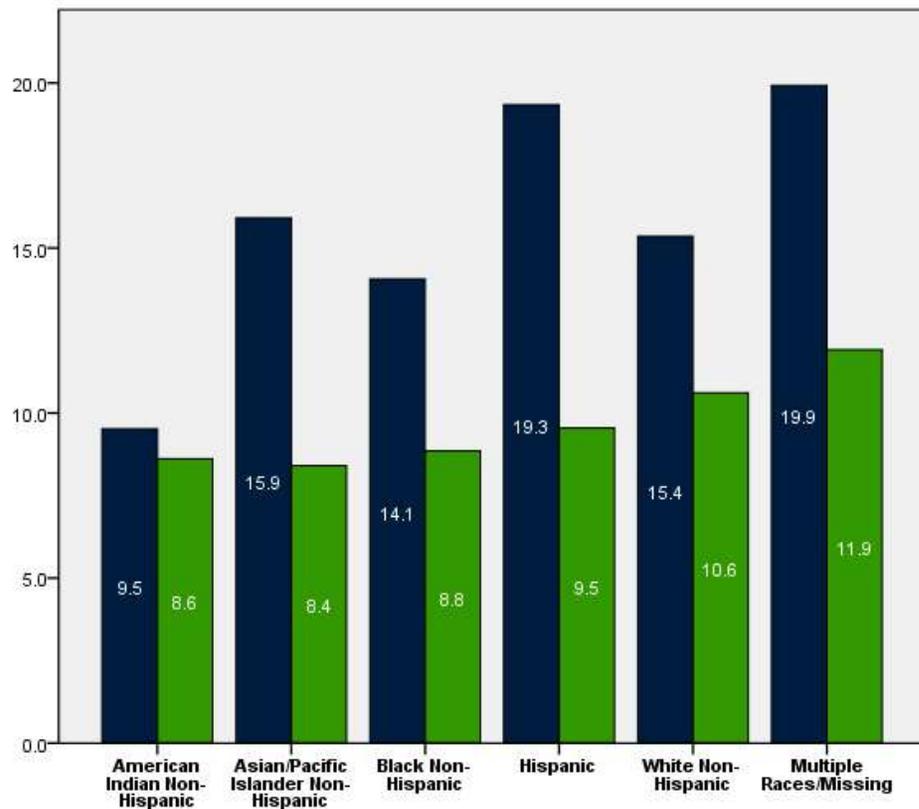
Q. Other students excluded you from friends, other students or activities in the last 30 days



Do you consider yourself transgender, genderqueer, genderfluid, or unsure about your gender identity?

- Yes
- No

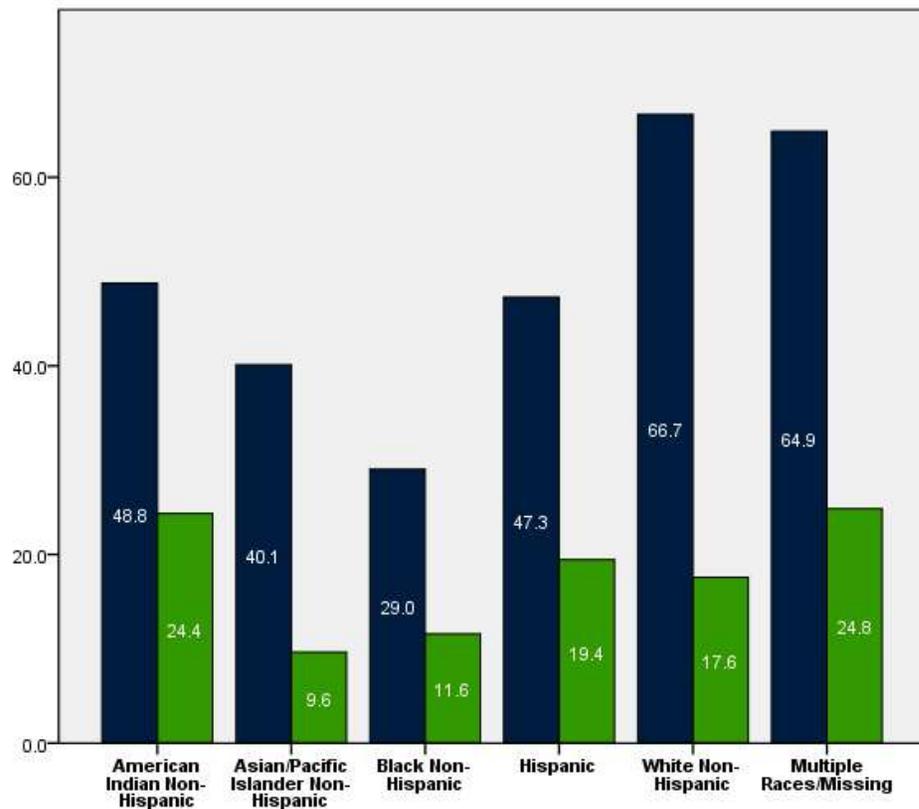
Q. Student has excluded others from friends, other students or activities in the last 30 days



MSS 2016 Results

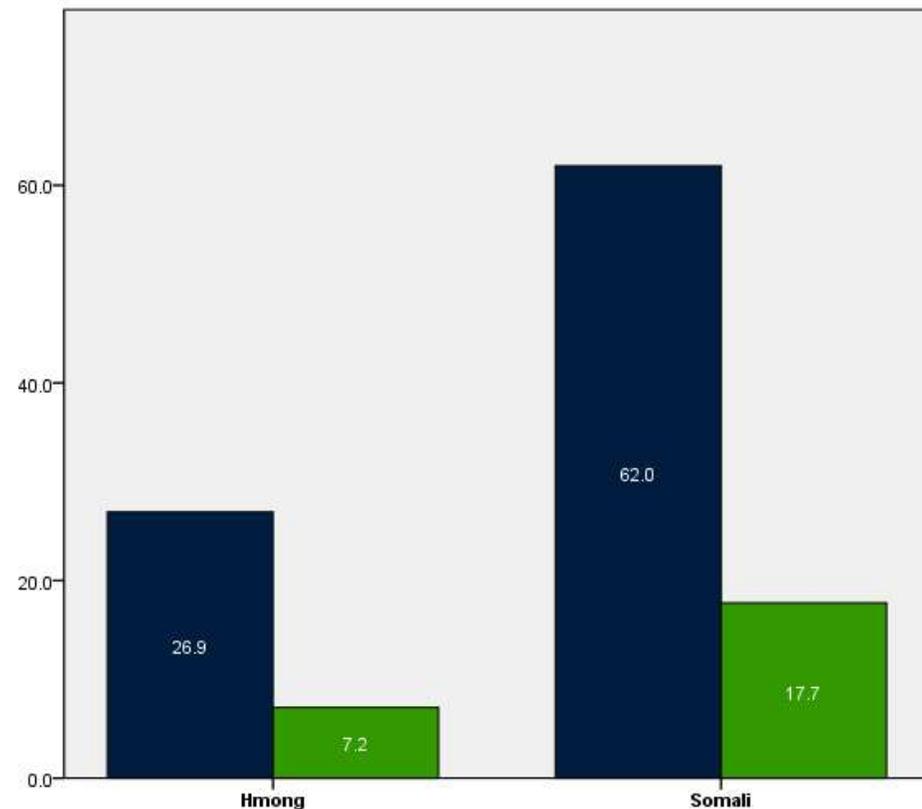
MENTAL HEALTH AND SUICIDE

Q. Have long term mental-health, behavioral or emotional problems

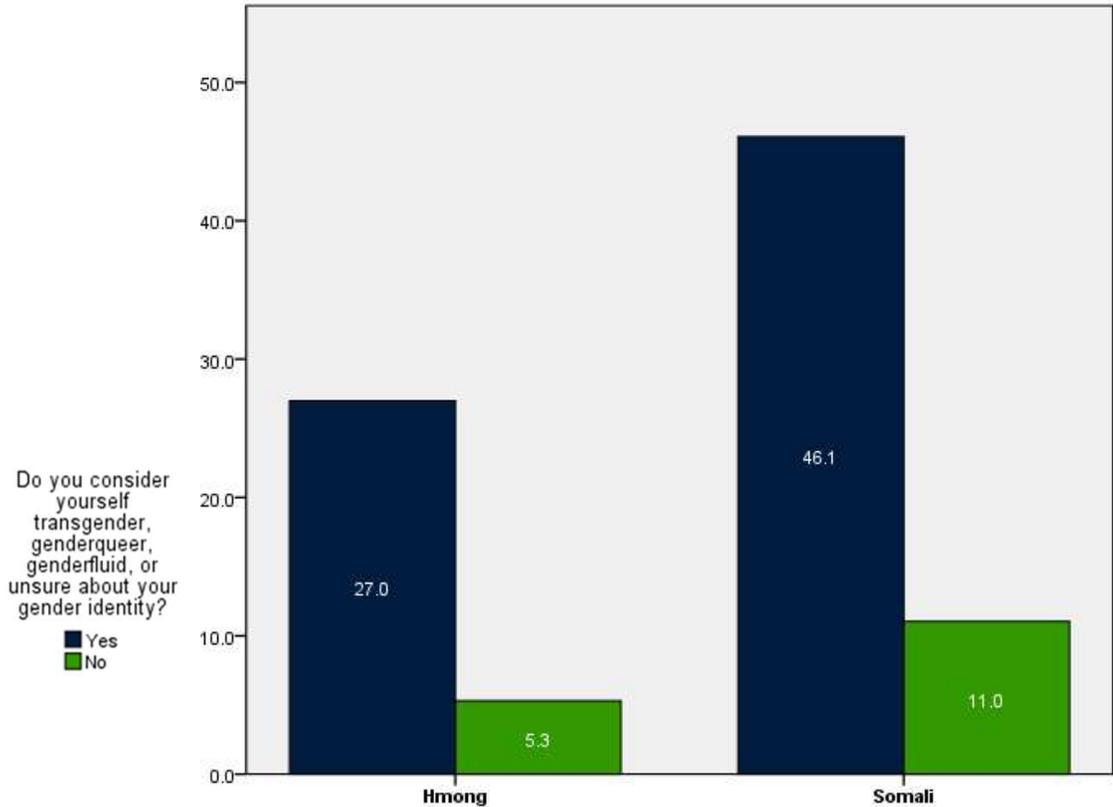
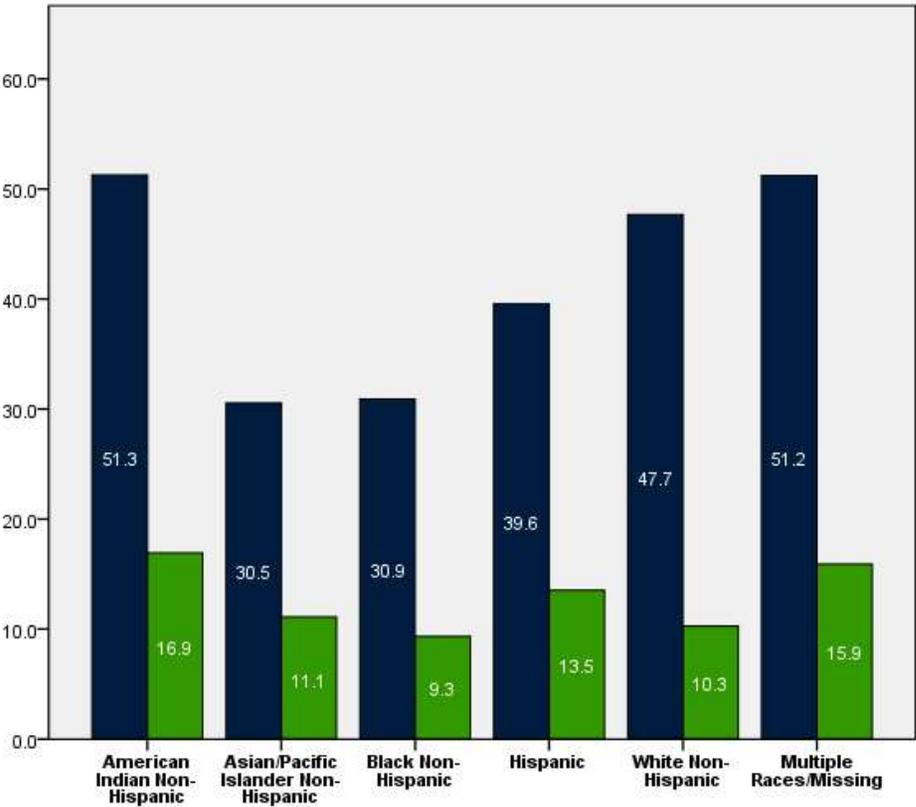


Do you consider yourself transgender, genderqueer, genderfluid, or unsure about your gender identity?

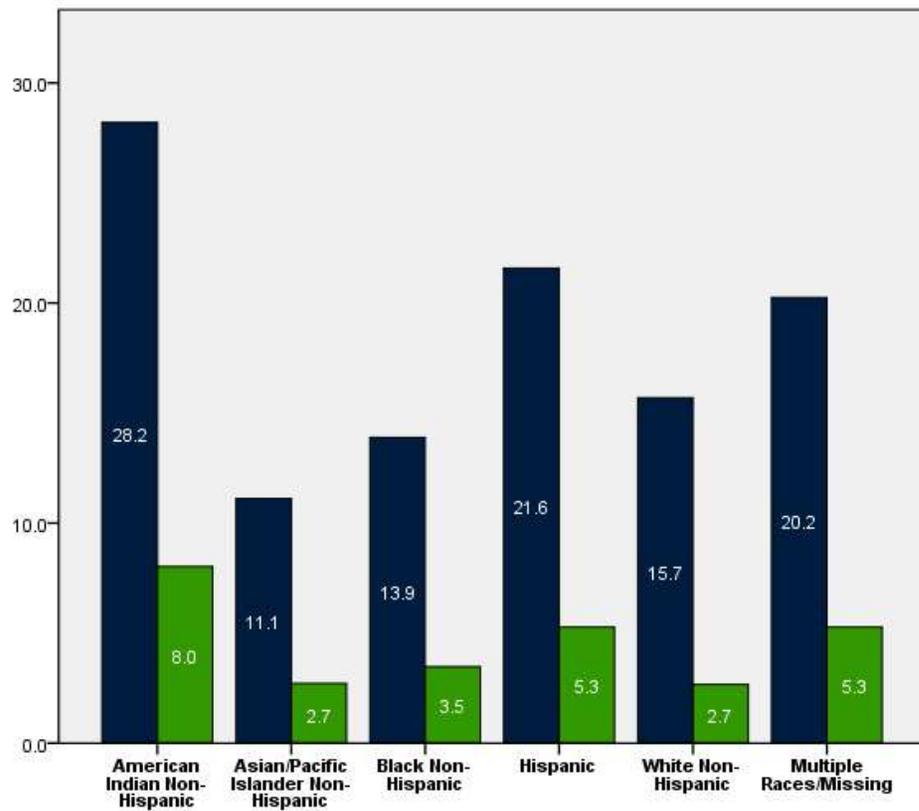
■ Yes
■ No



Q. Considered attempting suicide during the last year

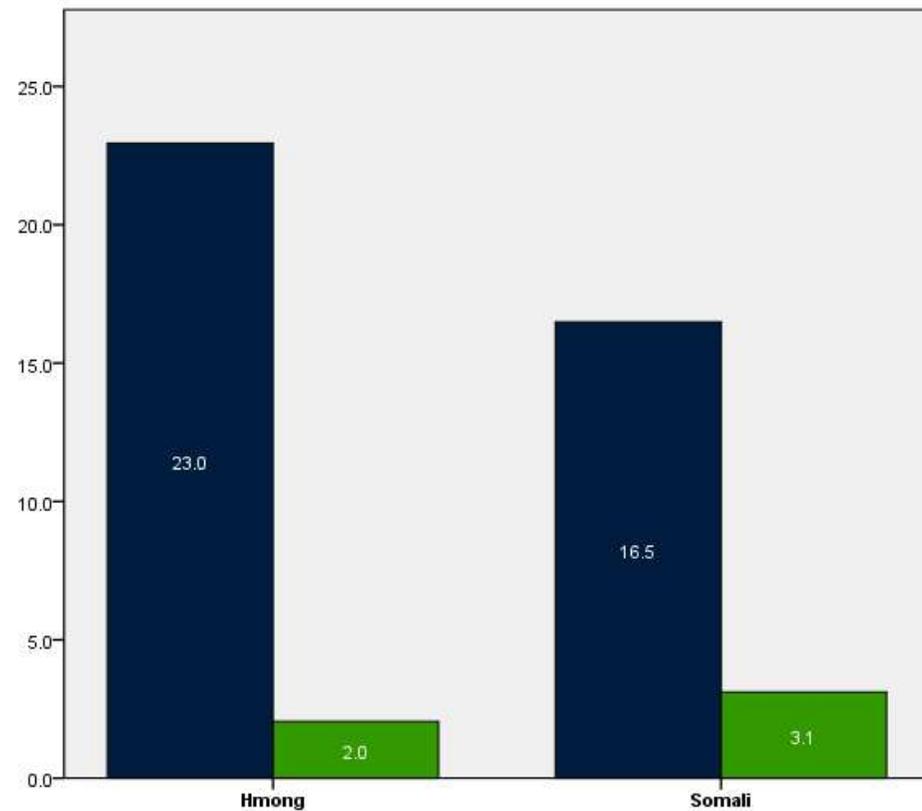


Q. Attempted suicide in the last year



Do you consider yourself transgender, genderqueer, genderfluid, or unsure about your gender identity?

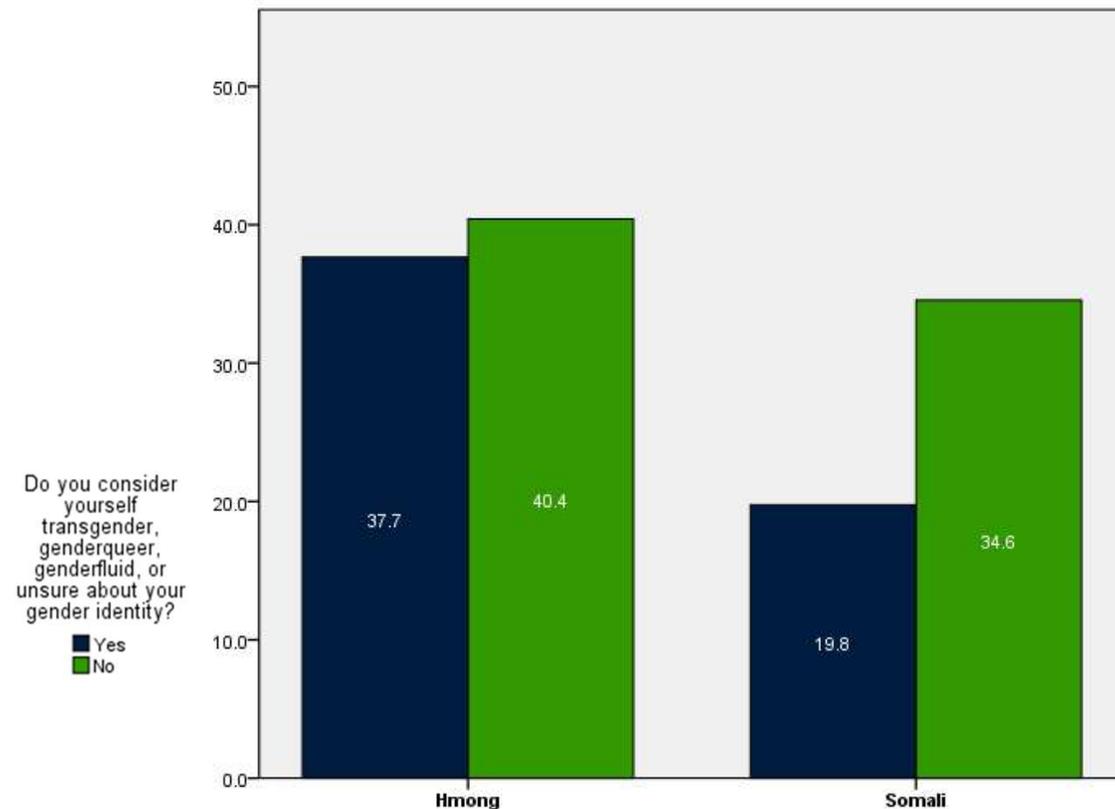
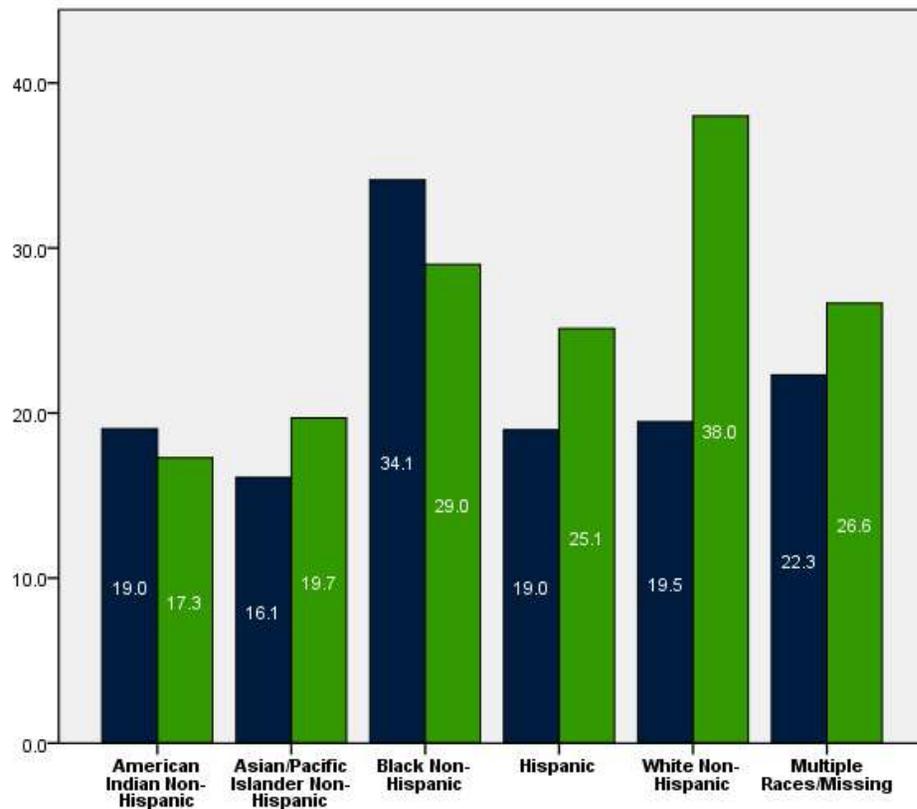
■ Yes
■ No



MSS 2016 Results

SOCIAL SUPPORT

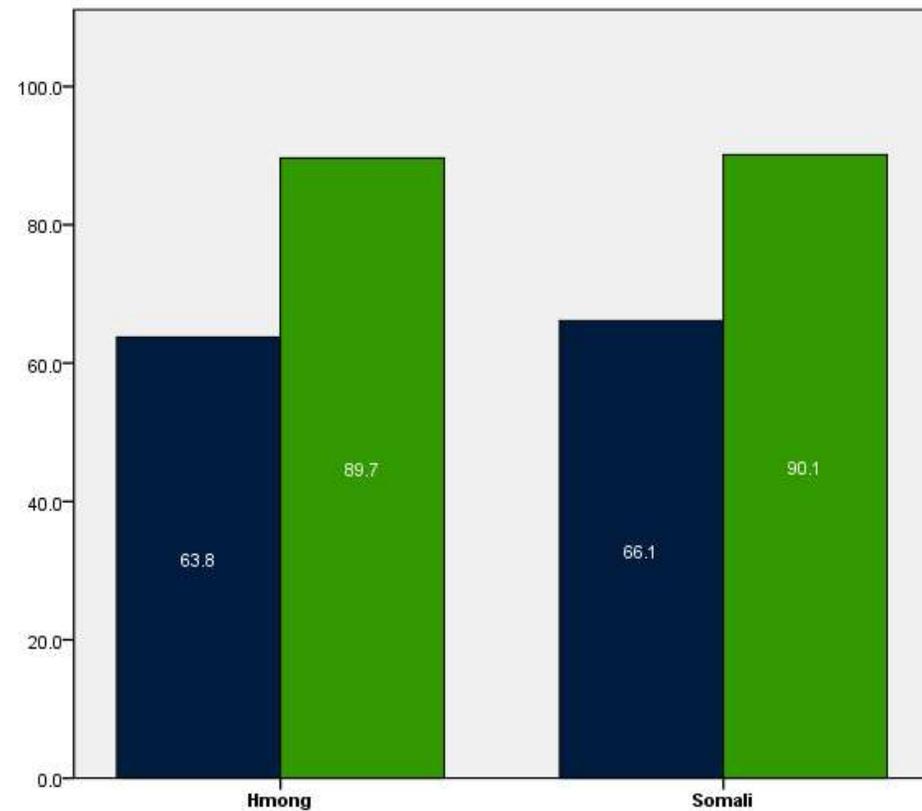
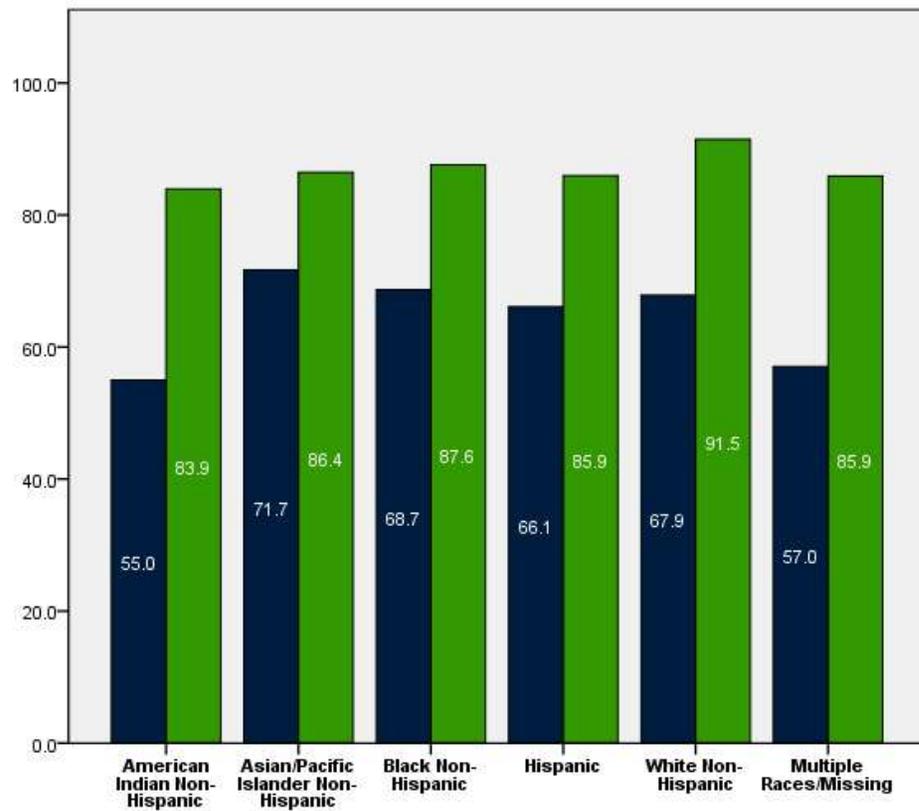
Q. Participate in religious activities one or more days per week



Do you consider yourself transgender, genderqueer, genderfluid, or unsure about your gender identity?

- Yes
- No

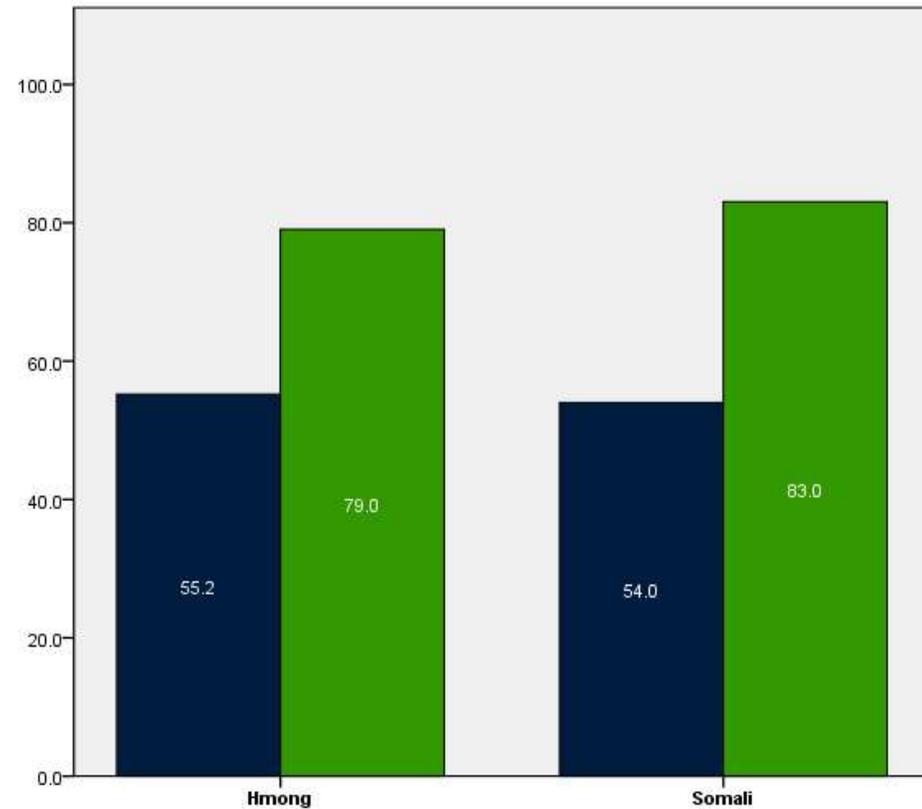
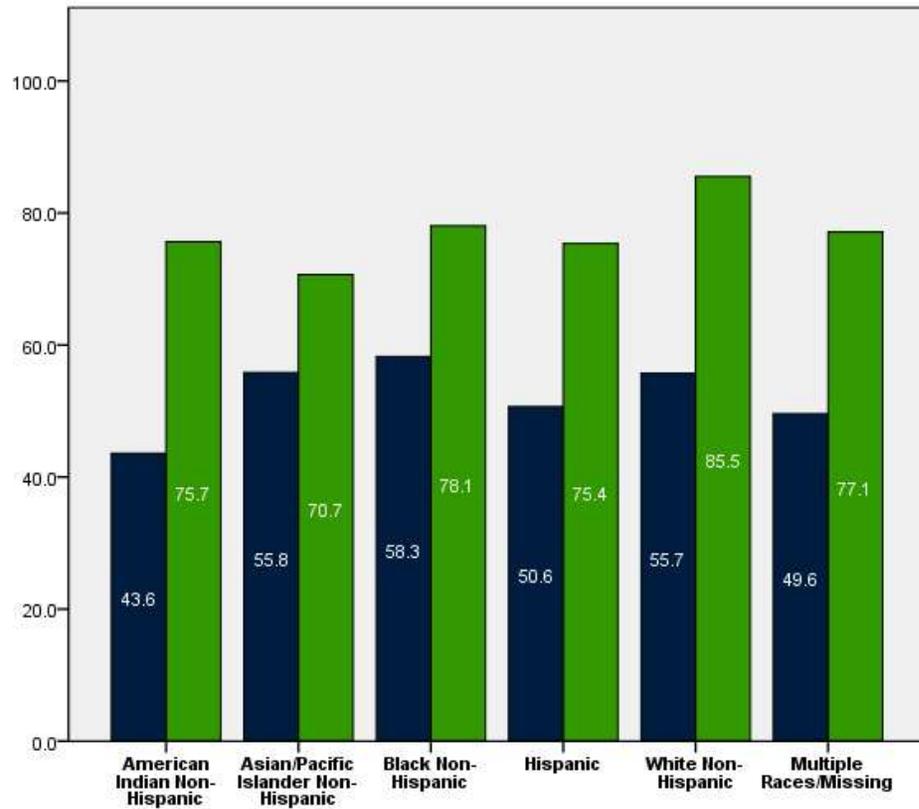
Q. Feel parents care about you very much/quite a bit



Do you consider yourself transgender, genderqueer, genderfluid, or unsure about your gender identity?

- Yes
- No

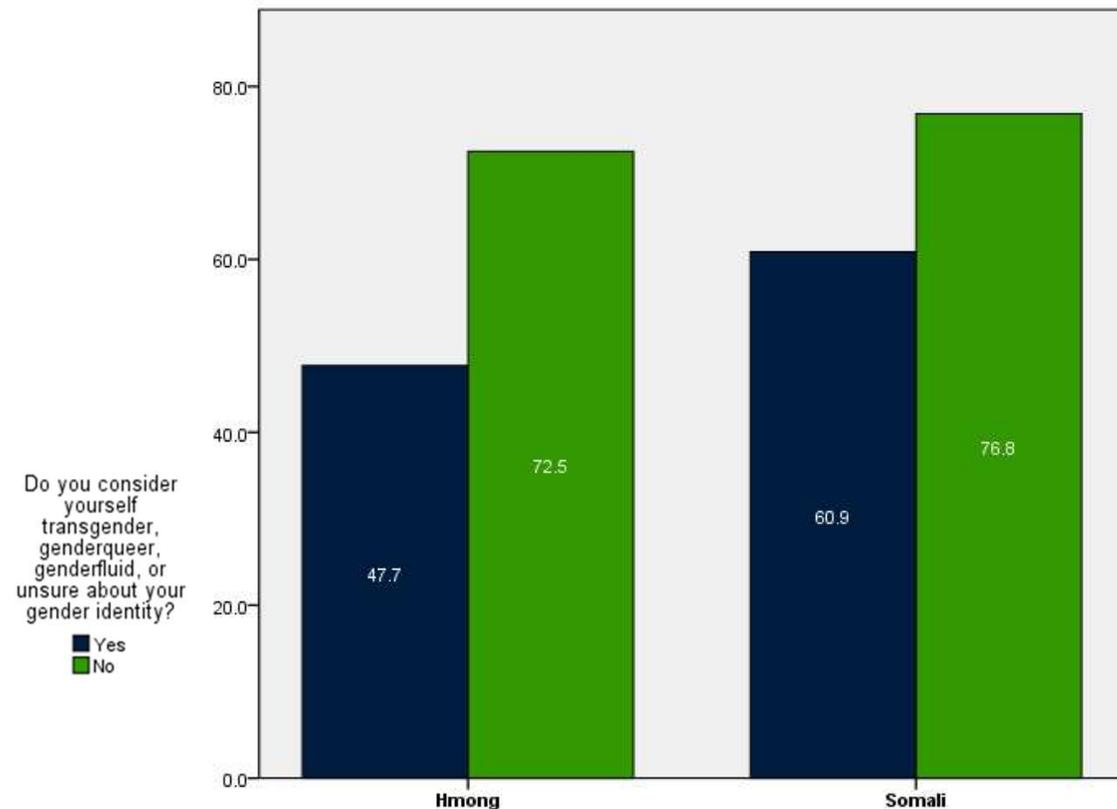
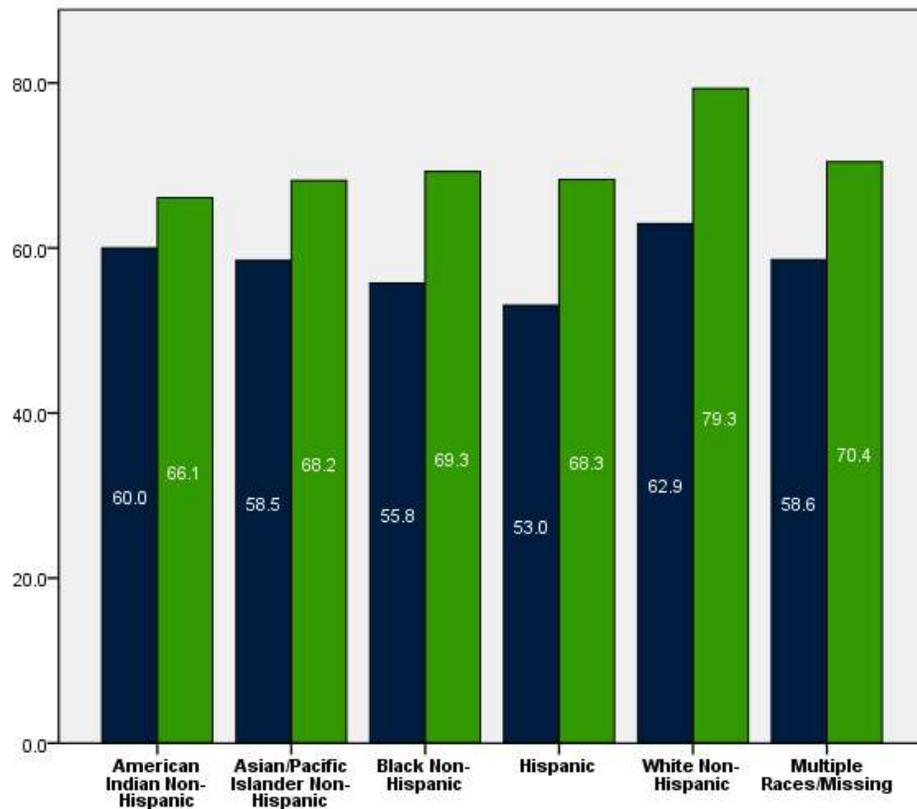
Q. Q. Feel other adult relatives care about you very much/quite a bit



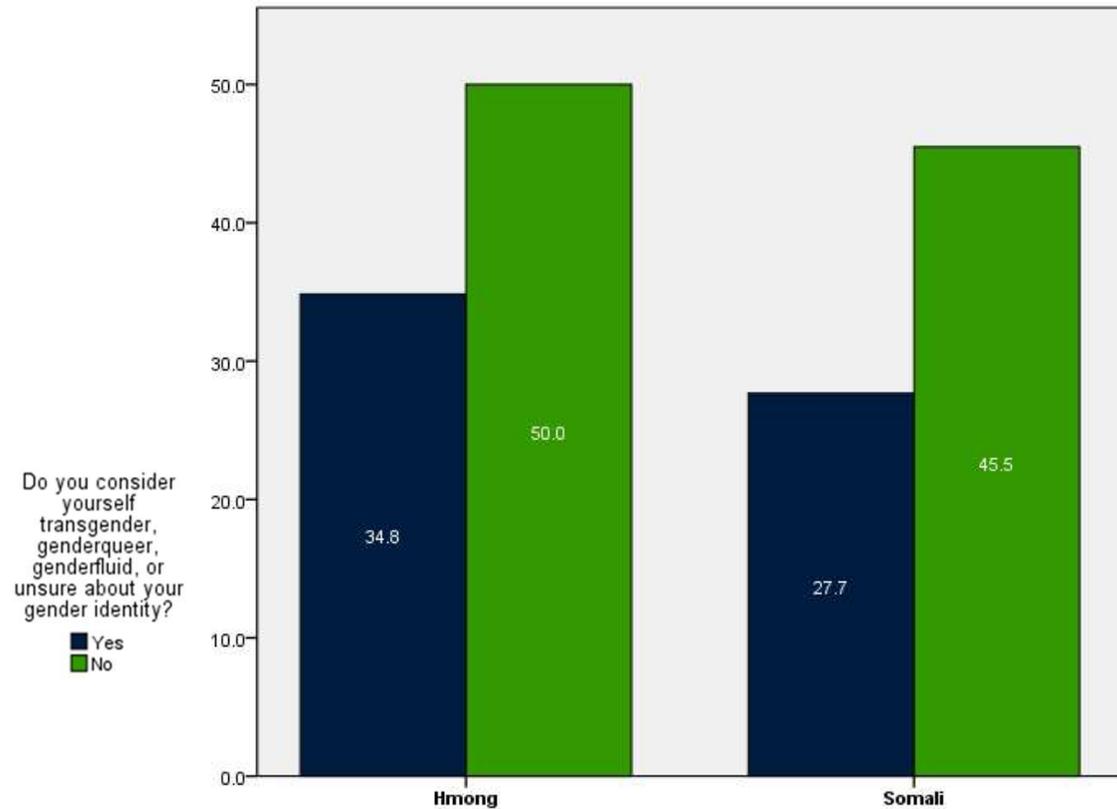
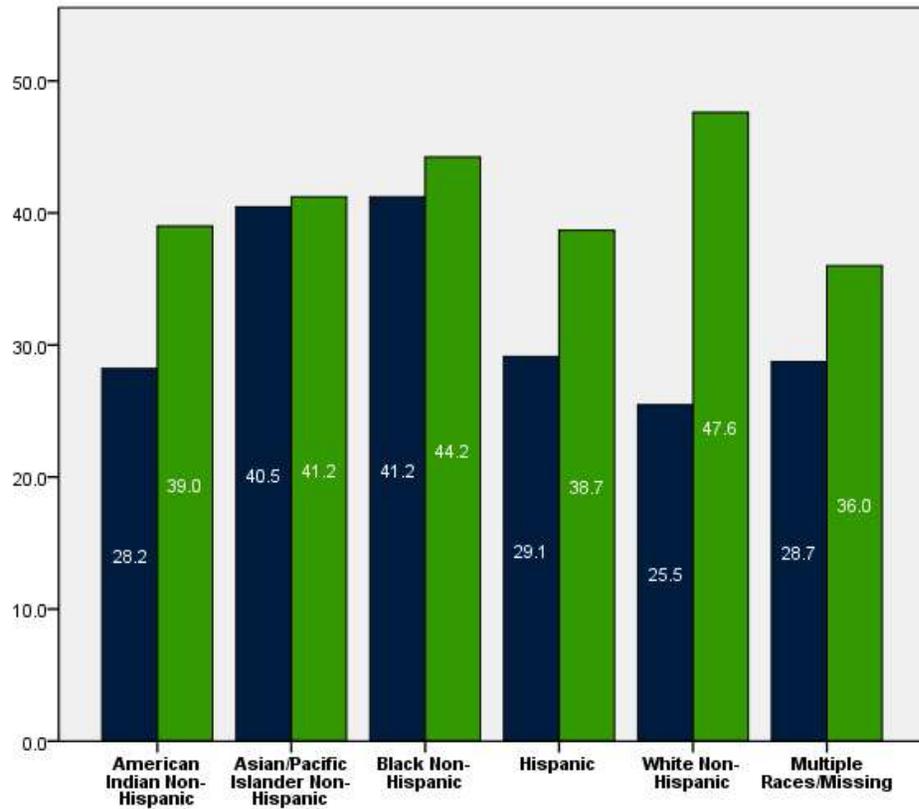
Do you consider yourself transgender, genderqueer, genderfluid, or unsure about your gender identity?

■ Yes
■ No

Q. Feel friends care about you very much/quite a bit



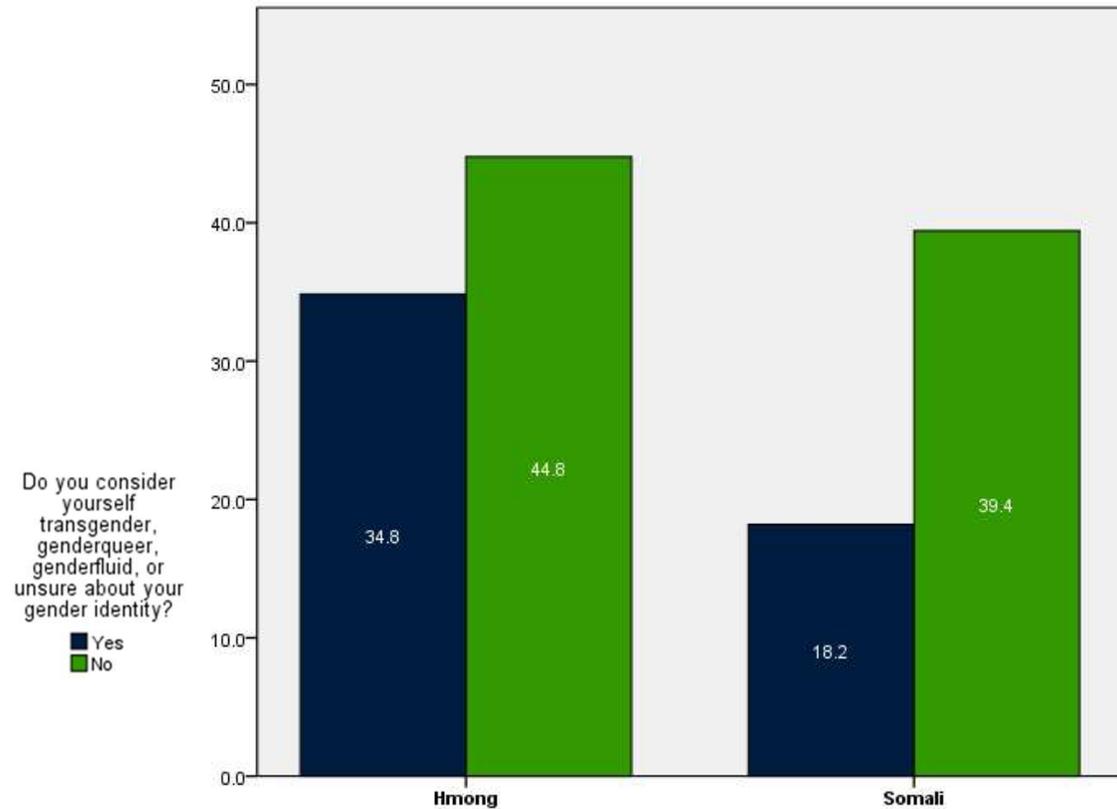
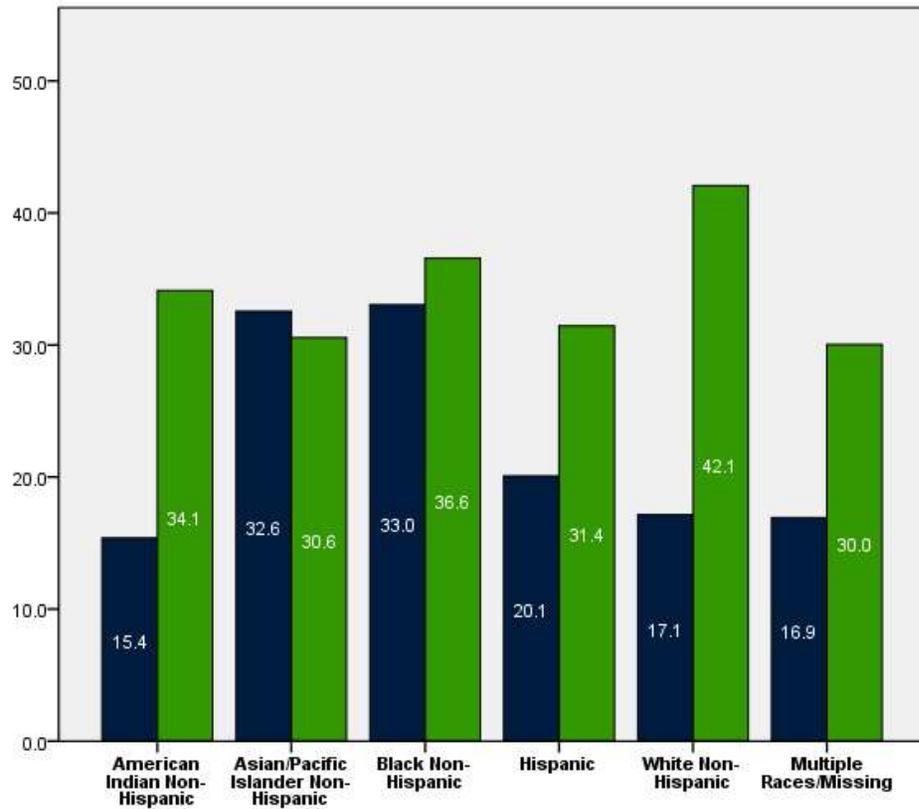
Q. Feel teachers/other adults at school care about you very much/quite a bit



Do you consider yourself transgender, genderqueer, genderfluid, or unsure about your gender identity?

- Yes
- No

Q. Feel adults in your community care about you very much/quite a bit



Do you consider yourself transgender, genderqueer, genderfluid, or unsure about your gender identity?

- Yes
- No

Summary

- The reported experiences of students who identify as transgender, genderqueer, genderfluid, or unsure is about their gender identity is different from their counterparts within race and ethnic groups.
- More negative outcomes are observed among gender non-conforming students compared to their cisgender peers
- Differences in experiences are also apparent across race and ethnicity groups
 - Higher percentage of alcohol and cigarette use among Native American gender non-conforming students compared to other race and ethnic groups. However, lower percentage of in-school suspension the last 30 days compared to other groups.

Conclusion

- General overview of the differences in lived experiences of gender non-conforming students in Minnesota
- Call to action: more advocacy to improve experiences of Minnesota's LGBTQ+ students, with a closer attention to minority students
- Importance of considering intersectionality of race/ethnicity and gender identity for policies, programs, interventions, etc.

Questions & Discussion

Resources for more MSS information

- www.education.state.mn.us
- www.health.state.mn.us/divs/chs/mss/
- www.dhs.state.mn.us/mss
- www.dps.mn.gov/divisions/ojp

Thank you!

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