

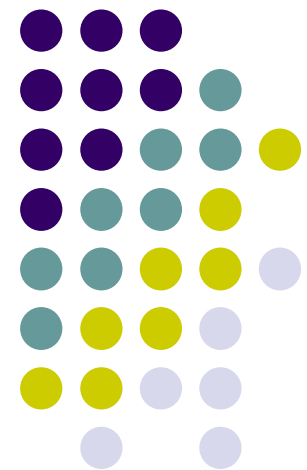
# *to be queer and young in San Francisco*

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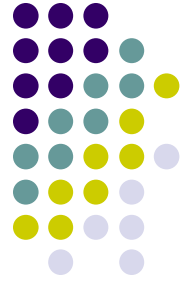
Presentation by  
Jodi L. Schwartz  
LYRIC Executive Director

To  
SF Juvenile Probation Commission  
April 11, 2011

Lavender Youth Recreation and Information Center

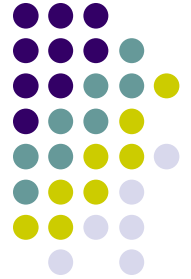


# Presentation Outline



- A brief LYRIC Overview
- A look at LGBTQQ Youth Barriers
- Exporting our model approach -  
LYRIC's new School-based Strategy
- Q&A

# Lavender Youth Recreation & Information Center (LYRIC)



LYRIC is a 24-year-old San Francisco based community organization with a mission to build community and inspire positive social change with lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQQ) youth (24 & younger) and their allies.

**Address:**

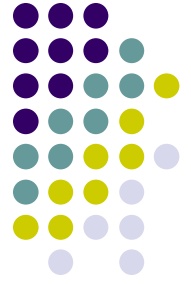
127 Collingwood Street  
San Francisco, CA 94114

**Phone:** 415-703-6150

**Website:** [www.lyric.org](http://www.lyric.org)



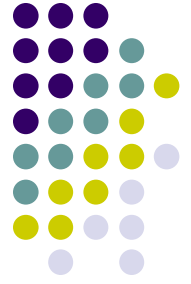
# What all youth need – Early Adult Outcomes



To successfully transition to adulthood, youth must be:

- mentally and physically healthy,
- have healthy family and social relationships,
- become economically self-sufficient, and
- be able to contribute to their communities.

Source: Community Network for Youth Development



# LYRIC Approach

Institutional level = System and Community Transformation



Community level = “Out In The Community” - Allyship

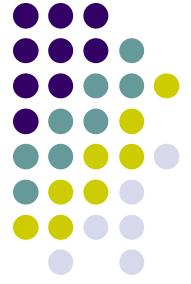


Interpersonal level = “Making Connections” - Relationships



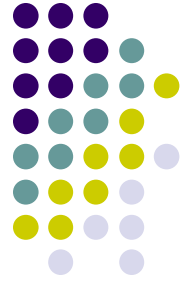
Personal level = “All About You” - Identity, Health

# FY1011 LYRIC Youth Participants



- Outreach: 1464 youth in FY1011
- Direct Services: 247 youth in FY1011
  - 92% of youth are low income
  - 73% are youth of color
  - 26% are youth with disabilities
  - 11% are immigrant youth

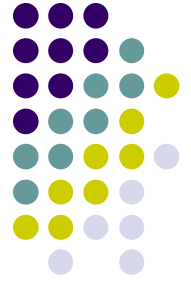
# Youth begin to explore their identity at a young age



- Age 10 = The average age at which youth become **aware** of LGBTQ identity
- Age 13.4 = The average age at which youth begin to **self-identify** as LGBTQ

Source: CUAV (2000)

# Over 3,000 LGBTQ youth in SFUSD

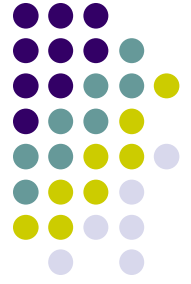


- **450** M.S. and H.S. students in SFUSD identify as **transgender**
- **2,700** M.S. and H.S. students in SFUSD identify as lesbian, gay, bisexual, or questioning

Source: San Francisco Unified School District (2009)



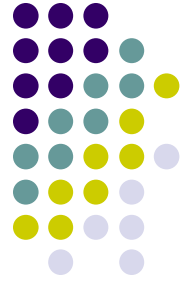
# Homophobic remarks are frequent and under addressed



- 84% of middle school students report **hearing anti-gay remarks at school.**
- 41% of middle school students reported **never hearing school staff intervene** when anti-gay remarks were made.

Source: SFUSD data from YRBS and CHKS (2009)

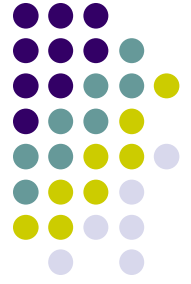
# Violence at School



## Students who report being bullied:

- 58% of LGB MS students / 29% of LGB HS students
- 40% of heterosexual MS students / 11% of heterosexual HS students

Source: SFUSD data from YRBS (2009)

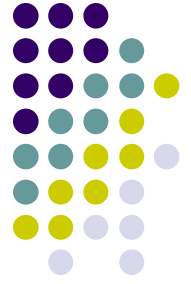


# Violence at School

## Students who report being threatened/injured with a weapon:

- 23% of LGB MS students / 21% of LGB HS students
- 44% of transgender MS students / 58% of transgender HS students
- 5% of heterosexual MS students / 6% of heterosexual HS students

Source: SFUSD data from YRBS (2009) and School Climate Survey (2008)

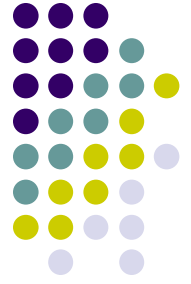


# Skipping School

Students who reported skipping school because of lack of safety:

- 43% of LGB MS students / 18% of LGB HS students
- 39% of transgender MS students / 56% of transgender HS students
- 11% of heterosexual MS students / 6% of heterosexual HS students

Source: SFUSD data from YRBS (2009) and School Climate Survey (2008)



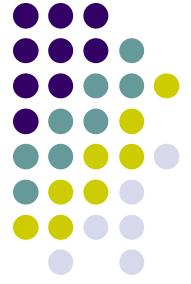
# Academic Performance

How were your grades in the past 12 months?

- Mostly A's
  - 42% of heterosexual students
  - 27% of Lesbian and Gay students
- Mostly F's
  - 1% of heterosexual students
  - 22% of Lesbian and Gay students

Source: SFUSD data from MS YRBS (2009)

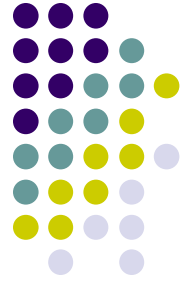
# Homophobia Hurts All Youth



- For each LGBT student who reported being harassed, **4** straight students said they were harassed for being **perceived** as gay or lesbian.

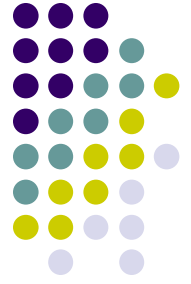
Source: National Mental Health Association (2002)

# Family Acceptance



- LGBTQQ youth who are rejected by their families attempt suicide at a rate **8.4 times** greater than that of their straight peers.

Source: Family Acceptance Project (2009)



# Homelessness...

- It can be estimated that 1/3 of San Francisco's homeless youth – or 1900 youth - identify as LGBTQQ

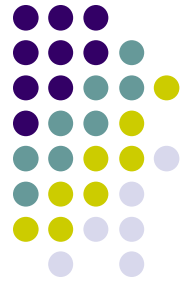
Source: Larkin Street Youth Services (2011)

- 48% of LYRIC's participants are homeless/marginally housed

Source: LYRIC (2011)



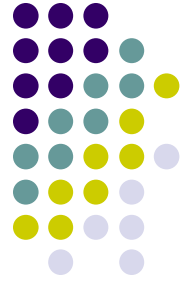
# System engagement...



- LGBTQQ youth make up 5-10% of the total California foster youth population, although the actual percentage may be much higher
- 22% of LYRIC's participants have a history of Foster Care System involvement
- Approximately 13% of youth in the juvenile justice system were shown to identify as LGBT
- 18% of LYRIC's participants have a history of Juvenile/Criminal Justice System involvement

Source: NCLR (2009); LYRIC (2011)

# Long-standing health disparities



## 1989 US Secretary's Task Force Report on Teen Suicide:

- Lesbian and Gay youth are **2-3 times more likely** to attempt suicide than their heterosexual peers.

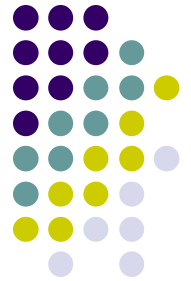
## 2009 San Francisco Unified School District:

- Middle School Students in SFUSD who identify as LGB were **4.9 times more likely to attempt suicide** than heterosexual students
- High School Students in SFUSD who identify as LGB were **2.9 times more likely to attempt suicide** than heterosexual students
- This represents **over 200 LGB students in SFUSD reporting suicide attempts**

Source: US HHS Secretary's Task Force Report on Teen Suicide (1989)

Source: SFUSD data from YRBS (2009)

# We need a new strategy...

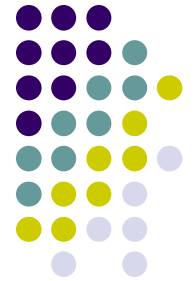


# What makes LYRIC's model unique?



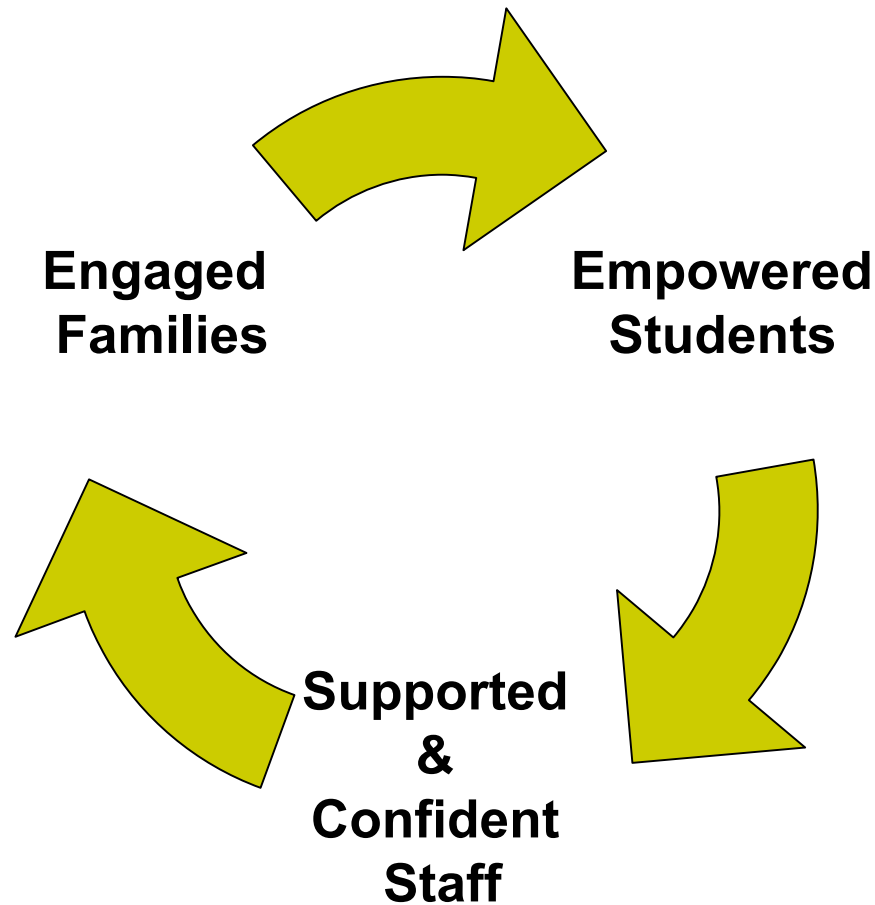
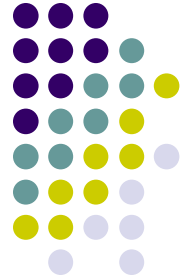
Existing Models	LYRIC's Model
Inclusive <b>policies without support</b> for implementation	<b>Deep program implementation</b> built on a foundation of inclusive policies
<b>Fragmented</b> approach (e.g. only students, only staff member, only families)	<b>Holistic</b> approach that builds alignment and connection among the entire school community
Addressing LGBTQQ issues <b>outside of the school day</b> (e.g. students club, after school program, Gay-Straight Alliances)	Normalizing queerness and promoting inclusion <b>during the school day</b>
<b>One-size-fits-all</b>	<b>Culturally relevant</b> and individualized
<b>Zero tolerance</b> to LGBTQQ harassment	<b>Restorative Justice</b> to address bullying and promote allyship
<b>Singing to the choir</b> (e.g. only LGBTQ people and allies)	<b>All students, staff, and families</b> regardless of their comfort with LGBTQQ issues

# System Transformation Requires Adaptive Leadership

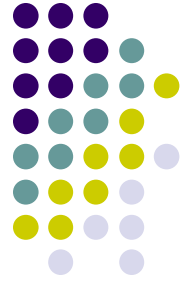


Technical Problems	Adaptive Challenges
Easy to identify	Difficult to identify (easy to deny)
Often lend themselves to <b>quick and easy</b> solutions	Requires changes in <b>values, beliefs, roles, relationships, and approaches</b> to work
Often can be solved by an <b>authority or expert</b>	<b>People with the problem</b> do the work of solving it
Require change in just one or a few places; often <b>contained within organizational boundaries</b>	Require change in numerous places; usually <b>cross organizational boundaries</b>
People are <b>generally receptive</b> to technical solutions	People often <b>resist</b> even acknowledging adaptive challenges
Solutions can often be <b>implemented quickly</b>	“Solutions” require <b>experiments and new discoveries</b> ; they take a long time to implement and cannot be implemented by edict

# LYRIC's Holistic Model for School Transformation



# Students: Peer-to-Peer Leadership



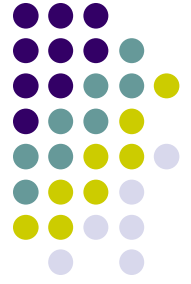
- **Core Team:** 12 youth participate 12-24 week elective exploring culture, identity, diversity, and social justice through an LGBTQQ lens
- **School-wide impact:** Core team of students leads activities and events throughout the school year, promoting visibility and inclusion among peers
  - Black History Month
  - Pride Assembly
- **Additional support:** Students are screened for key risk factors and have access to LYRIC's culturally competent violence prevention case management program

# Students Leaders at Work



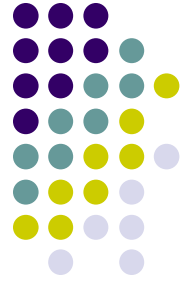


# School Staff: Prof. Development & TA

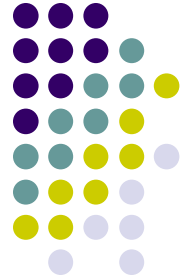


- **On-site professional development:** 90-minute professional development trainings on LGBTQQ issues for teachers, administrators, and counselors.
  - LGBTQQ Terms and Identities
  - Gender Identity and LGBTQQ Inclusion
  - Restorative Justice Practices
  - Allyship
- **Technical Assistance:** Individualized, on-site support for school staff members.
  - Coaching staff members through challenging student issues involving sexual orientation and gender identity
  - Support in implementing inclusive practices throughout the school

# Families: Building a network of support



- **On-site family support group:** Coordinating with Parent Liaisons to create spaces for families to talk about gender identity, sexuality, and challenging issues impacting their children
- **Access to broader network:** Connection to community resources, events, and specialized services that can support families with LGBTQQ children.



**Questions?**