

# How to Use This Slide Deck

This slide deck was requested by members of the Sexual and Gender Minority (SGM) Workgroup, as an update of the **2018 SGM Health Report**.

These slides are intended for policy, program, and educational efforts that improve the health and well-being of local SGM communities.

For questions, email Thaddeus Pham at [thaddeus.pham@doh.hawaii.gov](mailto:thaddeus.pham@doh.hawaii.gov)



# **Sexual & Gender Minority Youth in Hawai'i**

## **Health Highlights (2017-2019)**

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*Hawai'i Sexual and Gender (SGM) Minority Workgroup*

***‘A‘ohe hana nui ke alu ‘ia***

*No task is too big  
when done  
together by all*

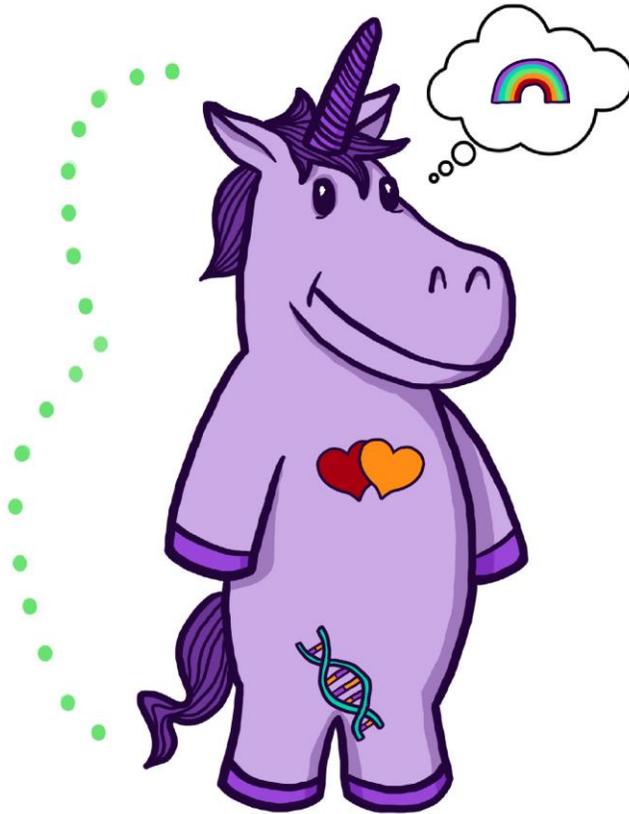


# **For SGM People in Hawai‘i**

We acknowledge both your challenges and your strengths as you strive for health and equity in your lives and your community.

# The Gender Unicorn

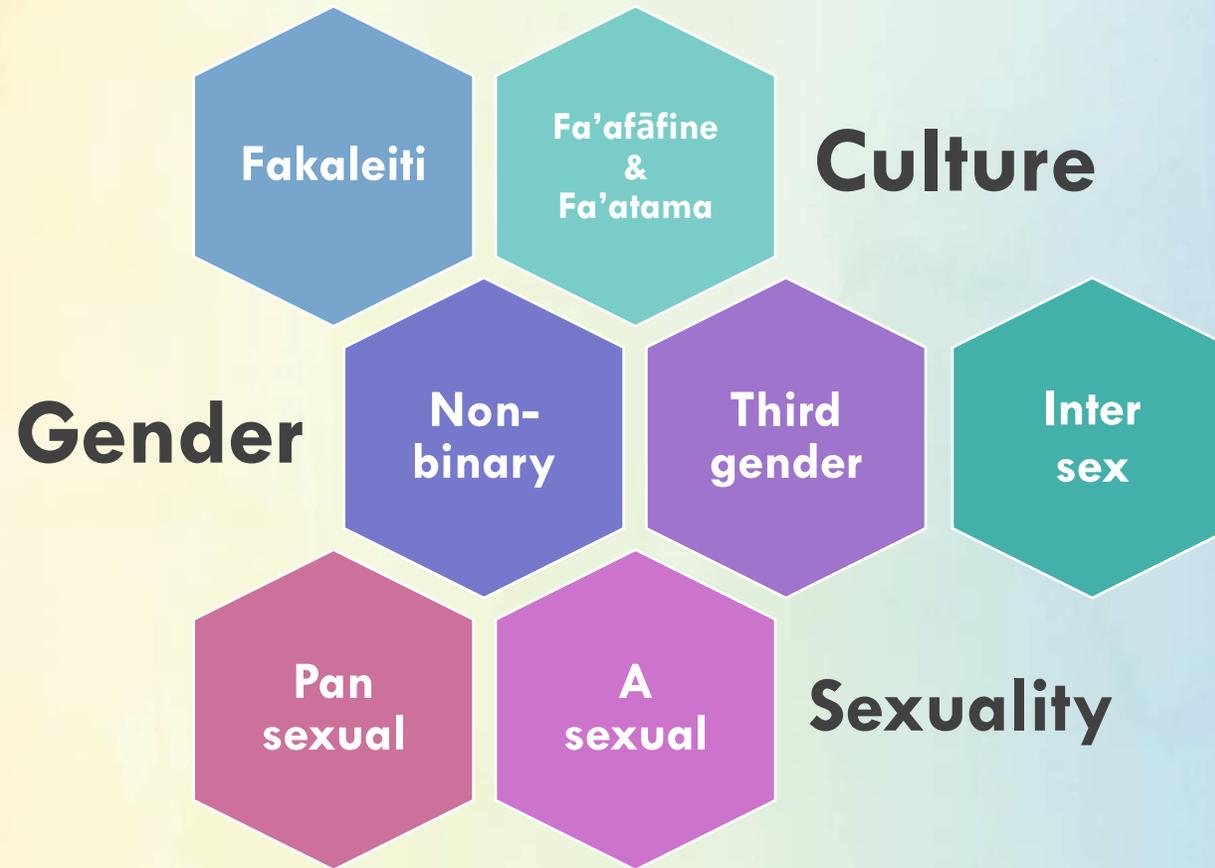
Graphic by:  
**TSER**  
Trans Student Educational Resources



To learn more, go to:  
[www.transstudent.org/gender](http://www.transstudent.org/gender)

Design by Landyn Pan and Anna Moore

# Beyond LGBTQ...



Sources: <https://teara.govt.nz/mi/gender-diversity/page-4>; <https://www.hrc.org/resources/glossary-of-terms>



# THE Healer Stones OF Kapaemahu

A UNIQUE MONUMENT TO HEALING AND INCLUSION IN WAIKIKI



# Youth Risk Behavior Surveillance



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*Survey data source for this analysis*

# YRBS Survey

National &  
Statewide

Every Odd  
Year

Public Middle  
& High  
Schools

SGM  
Questions in  
Hawai'i?

# High School Questions in HI

**Sexual  
Orientation**



**Added 2005**



**Updated 2011**



**Updated 2021**

**Gender  
Identity**



**Added 2017**

# YRBS Health Topics

Assess and monitor **six health risk** categories:

Healthcare  
Access

Bullying &  
Violence

Mental  
Health

Substance  
Use

Academic  
Achievement

Protective  
Factors



**HAWAI'I SEXUAL &  
GENDER MINORITY  
HEALTH REPORT**

**2017**

**LGB Youth  
and Adults**



**2018**  
**LGBQ and**  
**Transgender**  
**Youth**



**HAWAI'I SEXUAL AND GENDER MINORITY  
HEALTH REPORT 2018**

**A FOCUS ON TRANSGENDER YOUTH**





# Minority Stress

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*Framework for understanding the data*

# Minority Stress

**Stress from  
stigma and  
discrimination  
that people may  
experience due  
to their minority  
status**

Source: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5846479/>

# Youth to Adulthood

## SGM Identity

Many identities, such as lesbian, gay, bisexual, queer orientations and transgender, māhū identities



## Minority Stress

Stigma and discrimination



## Disparities

Stressors may affect health into adulthood

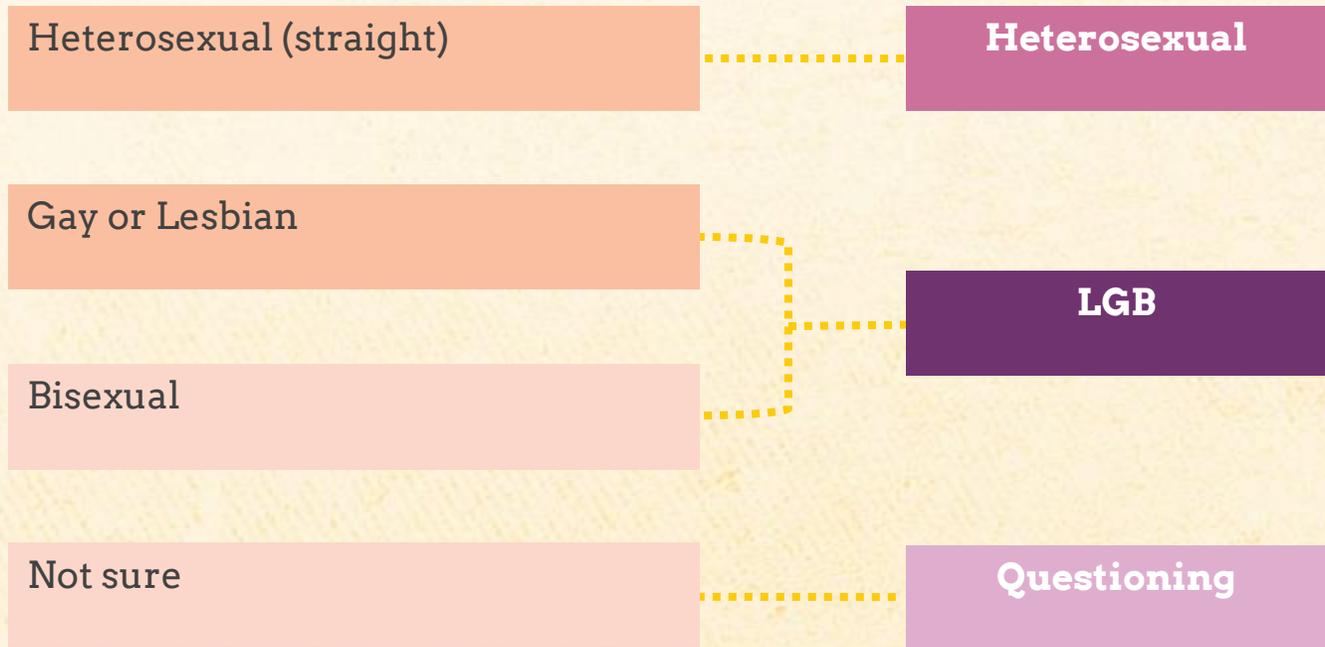


# Data Analysis (2017-2019)

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*Combined years to have enough numbers to report for high school*

# Indicator Definitions



**Sexual Identity**  
Which of the following best describes you?

# Indicator Definitions

Heterosexual (straight) — Heterosexual

Gay or Lesbian — LGB

Bisexual — LGB

Not sure — "Q" refers to "Questioning" in this analysis



**Sexual Identity**  
Which of the following best describes you?

# Indicator Definitions



## Gender Identity

Some people describe themselves as transgender when their sex at birth does not match the way they think and feel about their gender. Are you transgender?

No, I am not transgender

**Cisgender**

Yes, I am transgender

**Transgender**

I am not sure if I am transgender

**Unsure**

# Indicator Definitions



## Gender Identity

Some people describe themselves as transgender when their sex at birth does not match the way they think and feel about their gender. Are you transgender?

No, I am not transgender

**Cisgender**

Yes, I am transgender

**Transgender**

I am not sure if I am transgender

**"U" refers to "Unsure" in this analysis**

# "Bigness" of Disparities

*many health  
disparities between*

**TG/U**

**& cisgender youth**

*are larger  
than those between*

**LGBQ**

**& heterosexual youth**

# Overlapping Identities



**66%**

of transgender/unsure  
gender youth identify as  
LGBTQ



**18%**

of LGBTQ youth identify as  
transgender/unsure gender

# Disparity: Sleep at Home



## Transgender

**60%**

usually sleep at parent or guardian's home,  
compared to **93%** of cisgender youth

## Unsure Gender

**75%**

usually sleep at parent or guardian's home,  
compared to **93%** of cisgender youth

# Disparity: Unstable Housing

TG/U compare to  
cisgender youth

6X  
more  
likely

LGBQ compare to  
heterosexual youth

2X  
more  
likely



# Data Findings



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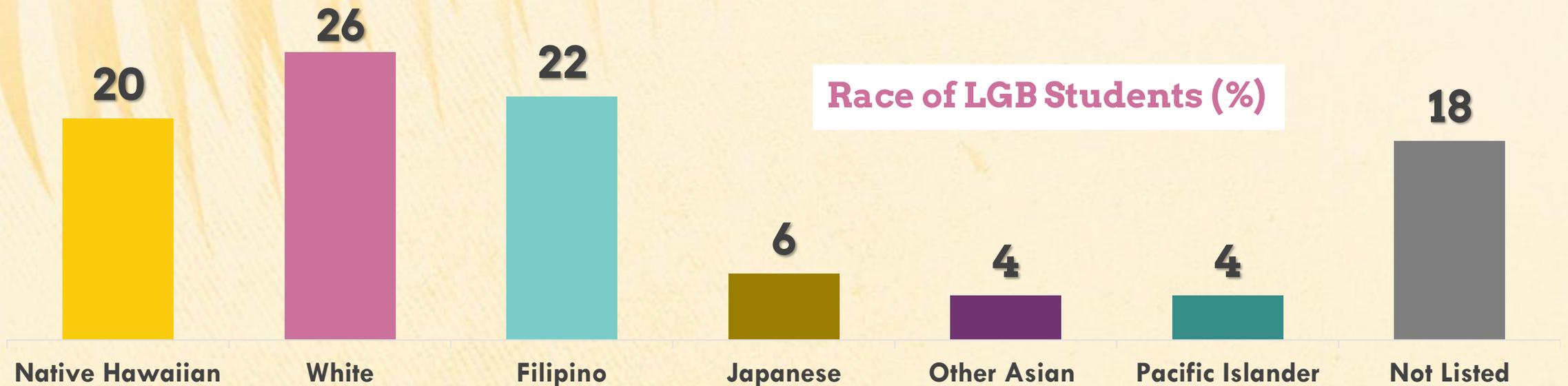
*Survey data is not the whole story*

# LGB Youth in Hawai‘i

**1 in 10** public high school students identify as LGB

**= 4,700 high school youth**

**1.5 times  
size  
of  
Campbell High  
School**

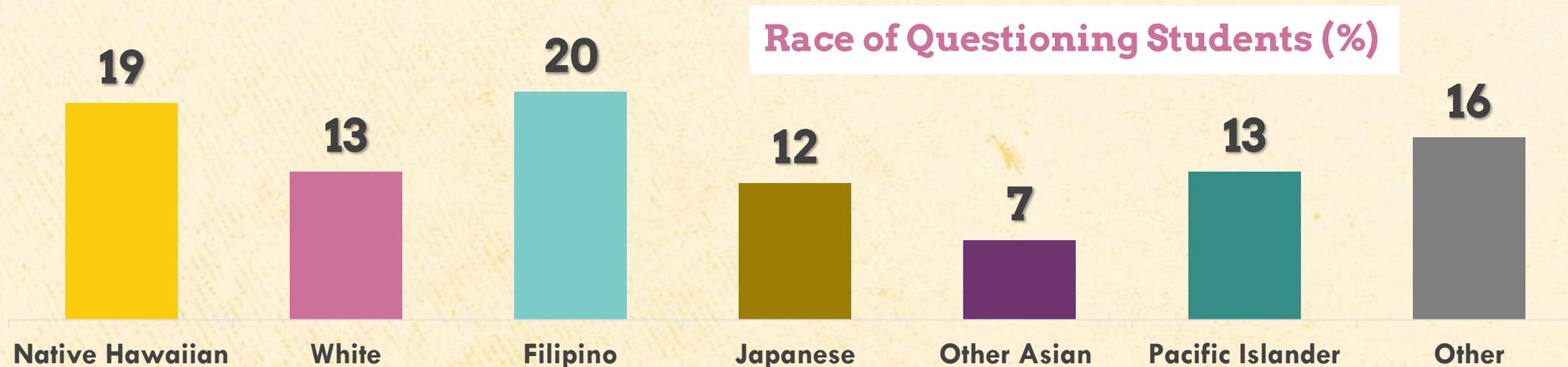


# Questioning Orientation

**1 in 20** public high school students question their sexual identity

**= 2,400 high school youth**

**More students**  
than  
Farrington  
High School

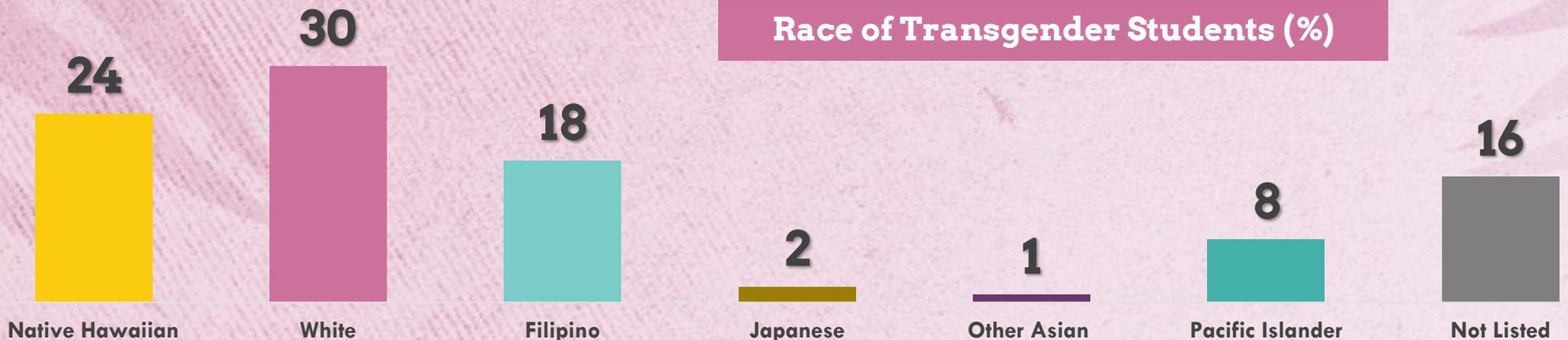


# Transgender Youth in Hawai‘i

**1,000 high school youth**

2.4% of public high school students identify as transgender

**Same size as Lahainaluna High School**

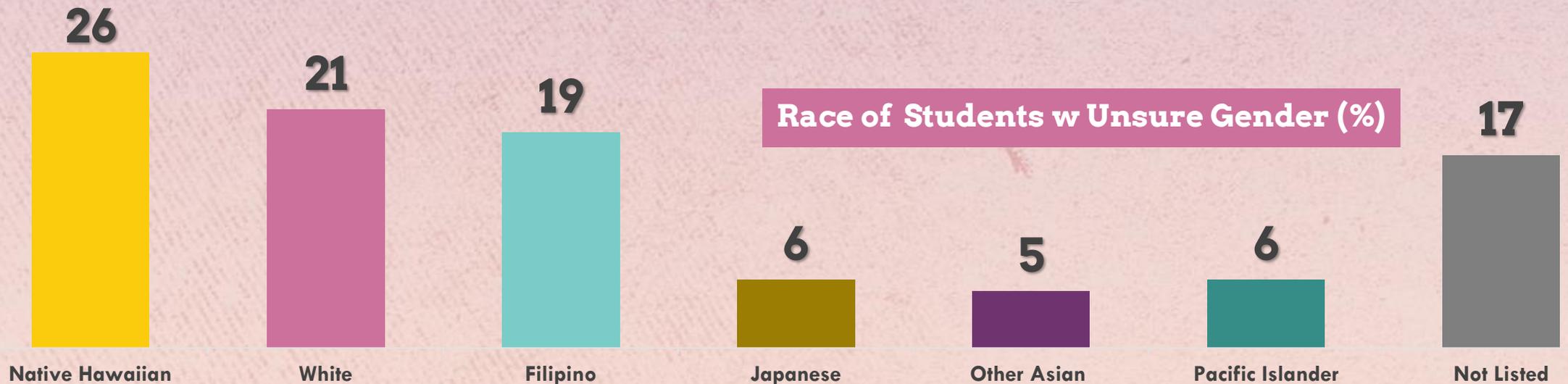


# Unsure Gender

**1,000 high school youth**

2.3% of public high school students are unsure of their gender

Same size than Kapa'a High School





# General Health

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*Data findings from Hawai'i YRBS 2017-2019*

# Healthcare Access

## When seeking healthcare, SGM youth may be:

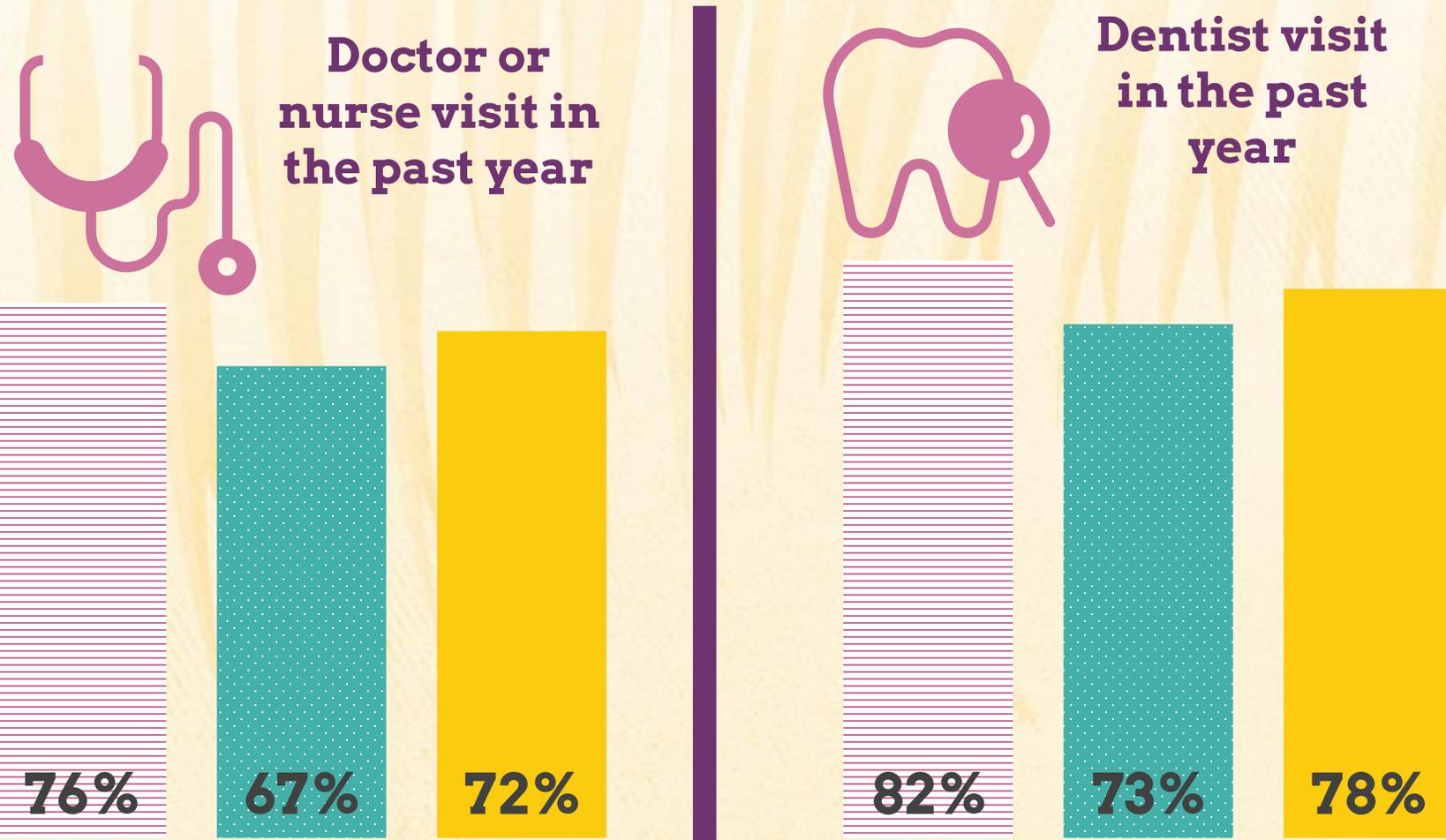
- Denied routine or relevant care (including hormone therapy)
- Treated harshly, harassed, or refused to be touched by providers
- Subject to excessive questioning or examination
- Referred to harmful healthcare practices such as conversion therapy

## Promising Practices

In 2023, the American Academy of Pediatrics published [Inclusive and Affirming Care Strategies for Sexual and Gender Minority Patients](#)



# LGBQ Youth



≡ heterosexual    ■ questioning    ■ LGB

# TG/U Youth



Doctor or nurse visit in the past year



Dentist visit in the past year



▨ cisgender    ■ unsure gender    ■ transgender



**Transgender and unsure gender youth were less likely to see a doctor or nurse**

# General Health

## Compared to other youth, SGM youth may be:

- Less likely to report eating fruits and vegetables
- Less likely to participate on at least one sports team
- Less likely to engage in daily physical activity
- More likely to have an eating disorder
- More likely to be diagnosed as obese

## Promising Practices

*In Ohio, the Lakewood School District partnered with local schools to establish the LGBTQ+ Youth Sports League, dedicated to helping LGBTQ+ youth to address, influence, and embrace mental and behavioral health solutions through sports activities. <https://lgbtqyouthsports.com/programs/>*

**lgbtq+YSL**

Data  
Focus

physical activity  
disparity between

**LGBQ**

**& heterosexual youth**



**heterosexual** youth are two times more likely  
than **LGBQ** youth

**to meet national guidelines for physical activity**

**Data  
Focus**

*Physical activity  
disparity between*

**TG/U** &

**cisgender youth**



**cisgender** youth are are four times  
more likely than **TG/U** youth

**to meet national guidelines for physical activity**

# LGBQ Youth

**less than  
half**



of LGBQ youth played on at least one sports team in the past year

**92%**

of LGBQ youth **do not** meet national guidelines for physical activity



**1 in 3**

LGBQ youth are overweight or obese

Cisgender youth are



more likely to get enough sleep compared to TG/U youth



transgender youth are overweight or obese  
\*1 in 3 for unsure gender

# TG/U Youth

## TG/U Youth



are 2X more likely to try losing weight or keep from gaining weight in an unhealthy manner



# **Bullying and Violence**

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*Data findings from Hawai'i YRBS 2017-2019*

# Bullying and Violence

## SGM youth are at greater risk of:

- Bullying (teasing, harassment, physical and sexual assault, and cyber bullying)
- Dating violence, including physical abuse by dating partners and sexual coercion
- Perpetrating dating violence
- Violence that intersects with race, culture, or intergenerational trauma

## Promising Practice

*Anti-bullying initiatives can help youth feel supported and prevent poor mental health outcomes. <https://www.stopbullying.gov/bullying/lgbtq>*



**Data  
Focus**

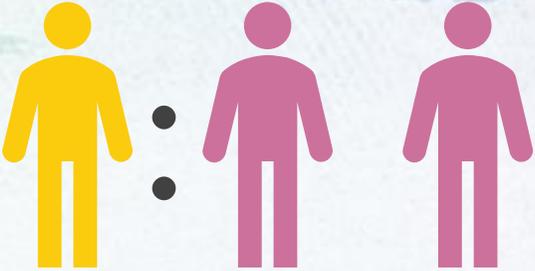
*violence and safety  
disparities between*

**LGBQ**

**& heterosexual youth**

**LGBQ** youth are more than **2 times**  
as likely as **heterosexual** youth

**to have been physically forced  
to have sexual intercourse**



**LGBQ** youth are almost **2 times** more  
likely than **heterosexual** youth

**to skip school because  
they felt unsafe**

**Data  
Focus**

*violence and safety  
disparities between*

**TG/U** &  
**cisgender youth**



**TG/U** youth are **3 times** more likely than  
**cisgender** youth

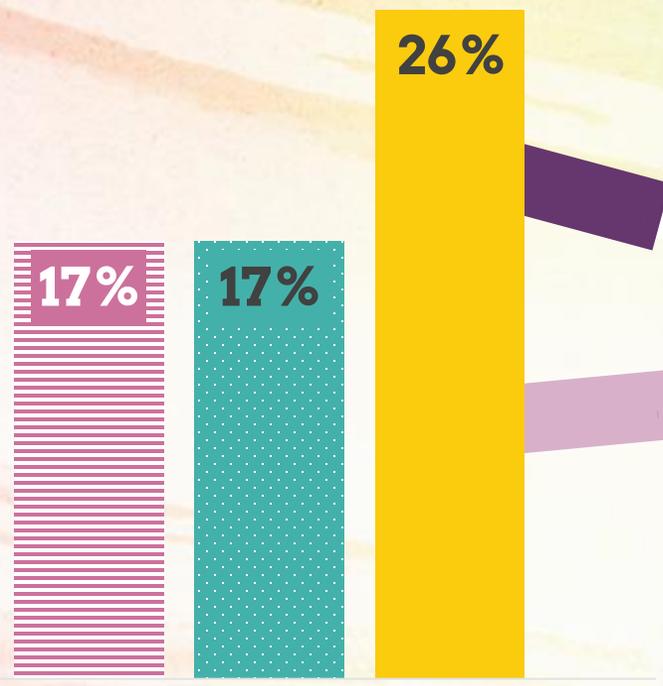
**to have been physically forced  
to have sexual intercourse**

**TG/U** youth are **4 times** more likely  
than **cisgender** youth

**to skip school because  
they felt unsafe**

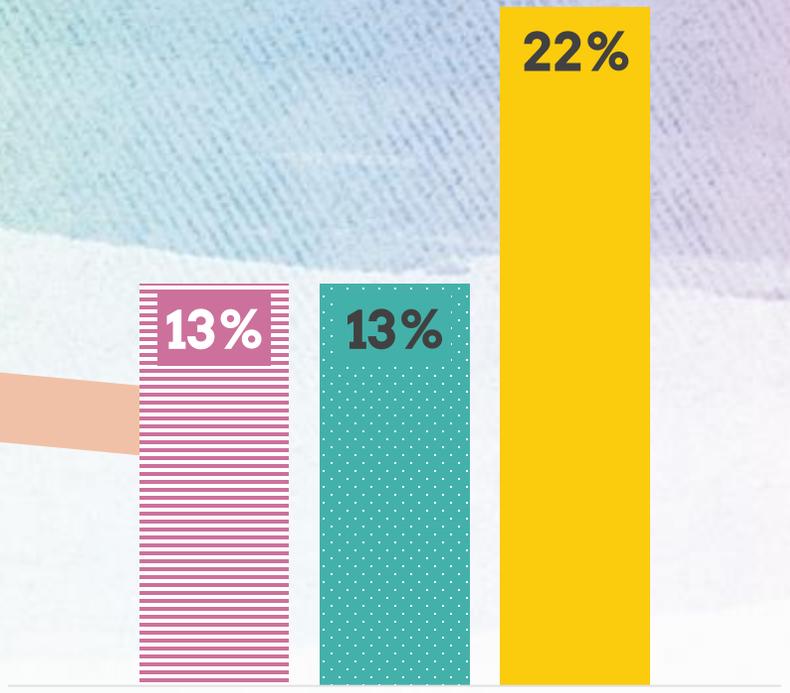


# LGBQ Youth



bullied on school property in the past year

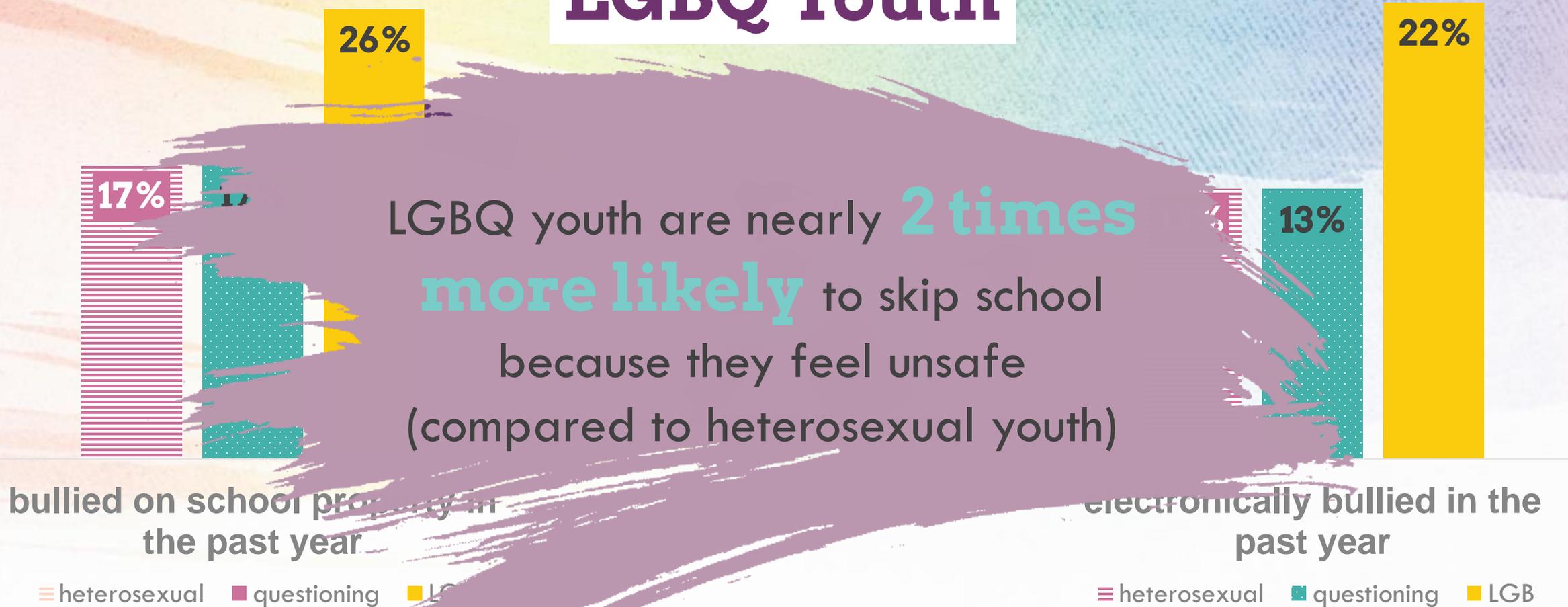
heterosexual questioning LGB



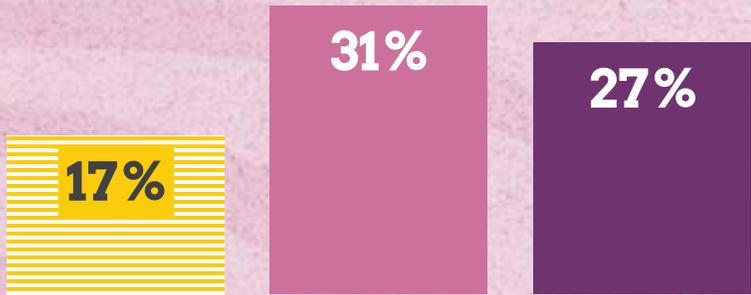
electronically bullied in the past year

heterosexual questioning LGB

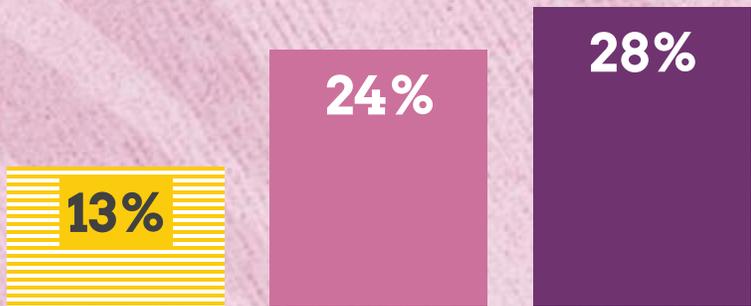
# LGBQ Youth



# TG/U Youth



bullied on school property in the past year



electronically bullied in the past year  
cisgender unsure gender transgender

**33%**

**of transgender/unsure youth have been bullied**  
*either at school or electronically*

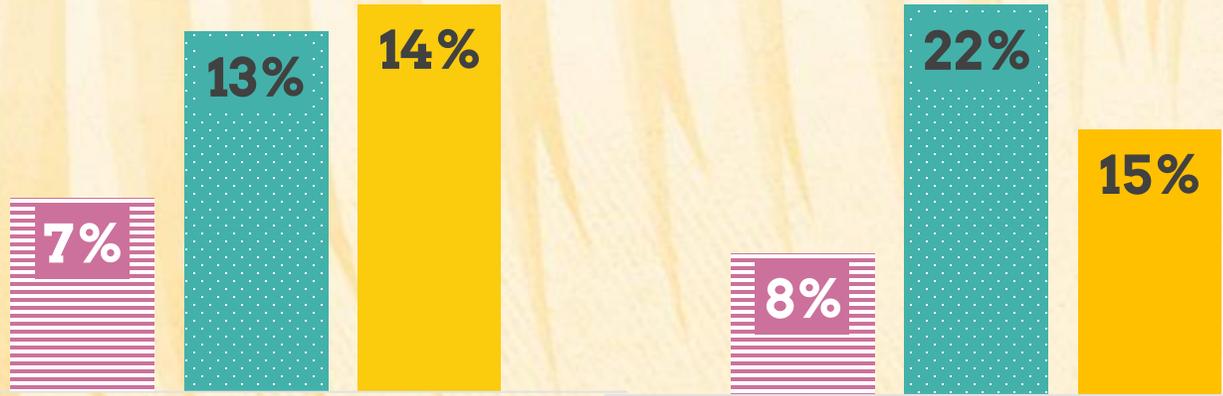


# LGBQ Youth

*experienced*

## dating violence

*one or more times in the past year*



sexual

emotional

heterosexual

questioning

LGB

*2 to 3 times higher likelihood of dating violence*

#metoo



# LGBQ Youth

who have ever been

**physically forced to have sexual intercourse**

*one or more times*

**2 to 3 times  
higher likelihood  
of forced sex**

14%

13%

7%



heterosexual



questioning



LGB



# TG/U Youth



**1 in 3**

TG/U youth have experienced emotional or psychological dating violence

**1 in 3**

TG/U youth have skipped school because they felt unsafe

**1 in 5**

TG/U youth have been forced into having sexual intercourse

# Mental Health

*Data findings from Hawai'i YRBS 2017-2019*



# Mental Health

## SGM youth often cope with:

- challenges of social stigma and discrimination
- lack of acceptance, neglect or abuse from their families
- bullying from peers due to their sexual orientation or gender identity/expression
- 2 to 3 times higher risk for depression, anxiety disorders, suicidal ideation, suicide attempts, and self-harm

## Promising Practice

*St. Paul Minnesota's "Out for Equity" program addresses homophobia in schools and at home.*

<https://www.glsen.org/support-student-gsas>

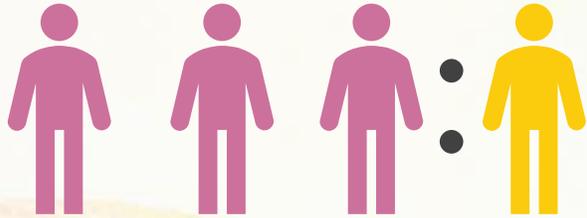
Out for  
Equity

**Data  
Focus**

*mental health  
disparity between*

**LGBQ**

**& heterosexual youth**



**LGBQ** youth are almost **3 times** as likely as **heterosexual** youth

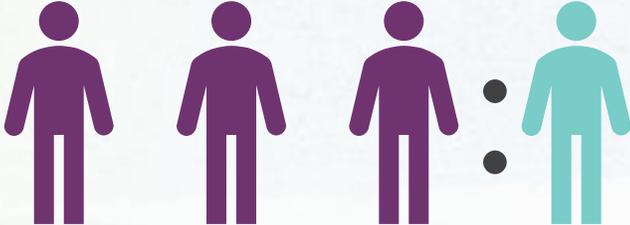
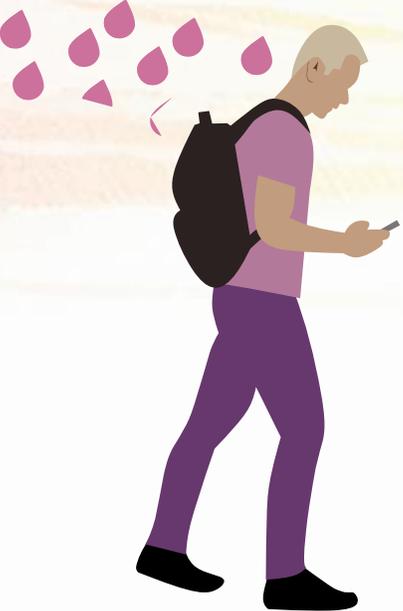
**to attempt suicide**



**Data  
Focus**

*mental health  
disparity between*

**TG/U** &  
**cisgender youth**



**TG/U** youth are almost **6 times** more likely than **cisgender** youth

**to attempt suicide**

# LGBQ Youth

## Half of LGBQ youth felt sad or hopeless

*almost every day for two or more weeks in a row for the past year.*



# LGBQ Youth

*who have purposely hurt themselves, such as by cutting or burning, in the past year*



**4 in 10 LGB youth**



**Nearly 1 in 3 Q Youth**

# LGBQ Youth



**More than 1 in 3**  
*LGB youth made a suicide plan in the last year*

**More than 1 in 5 LGB youth**

*have attempted suicide in the past year*



**More than 1 in 5**  
*Q youth made a suicide plan in the last year.*

**Nearly 1 in 5 Q youth**

*have attempted suicide in the past year*

# TG/U Youth

Approximately

**1 in 2**

TG/U youth felt sad or hopeless in the past year



More than

**1 in 3**

TG/U youth have attempted suicide in the past year

# Substance Use

*Data findings from Hawai'i YRBS 2017-2019*



# Substance Use

## SGM youth may use substances to cope with:

- bullying and harassment
- family conflict and rejection
- minority stress
- childhood abuse
- gender stereotypes
- peer influence

## Promising Practice

*The Family Acceptance Project® seeks to prevent health and mental health risks for SGM youth through families, cultures and faith communities.*

<https://familyproject.sfsu.edu/>



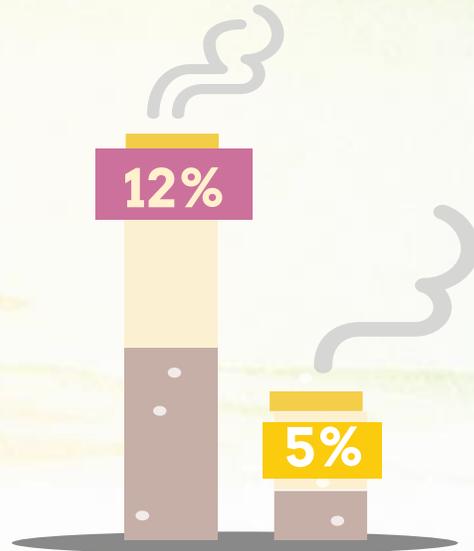
**Data Focus**

*substance use  
disparities between*

**LGBQ**

**& heterosexual youth**

**LGBQ** youth are 2.5  
times more likely  
than **heterosexual**  
youth



**to smoke cigarettes**



**LGBQ** youth are nearly 4  
times more likely than  
**heterosexual** youth

**to have ever injected  
illegal drugs**

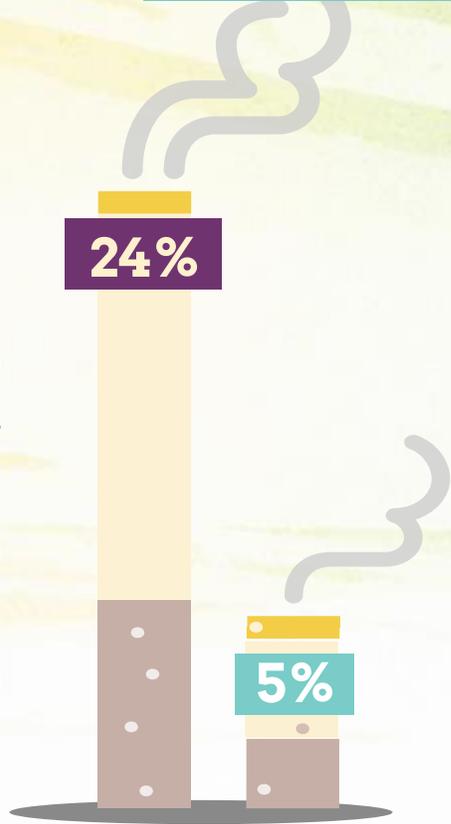
**Data Focus**

*substance use disparities between*

**TG/U** &

**cisgender youth**

**TG/U** youth are **6 times** more likely than **cisgender** youth



**to smoke cigarettes**



**TG/U** youth are **14 times** more likely than **cisgender** youth

**to have ever injected illegal drugs**

**Data  
Focus**

*substance use  
disparities between*

**TG/U** &  
**cisgender youth**

**Note:** Survey does not define "illegal drugs", so could include hormone injections.

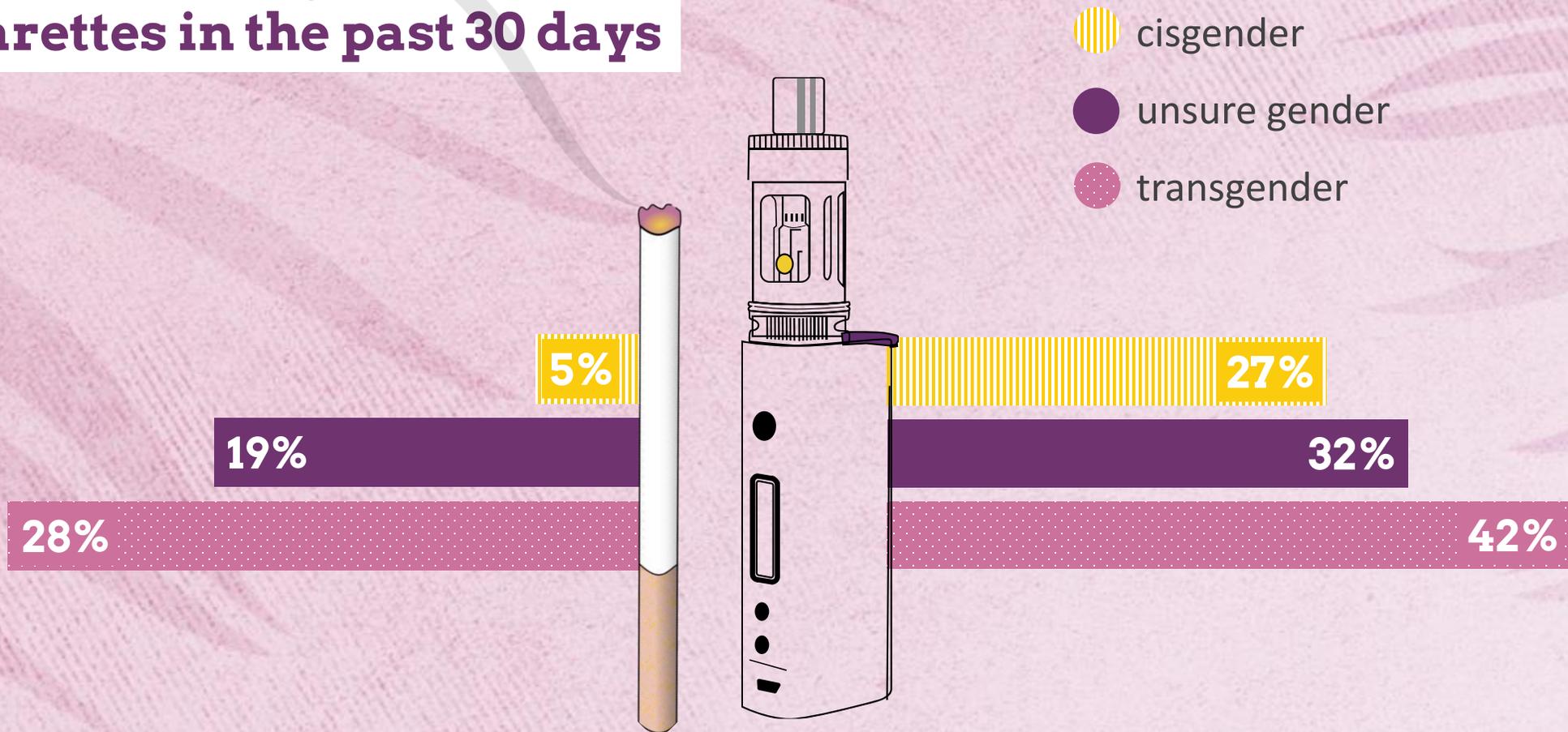


**TG/U** youth are **14 times** more likely than **cisgender** youth

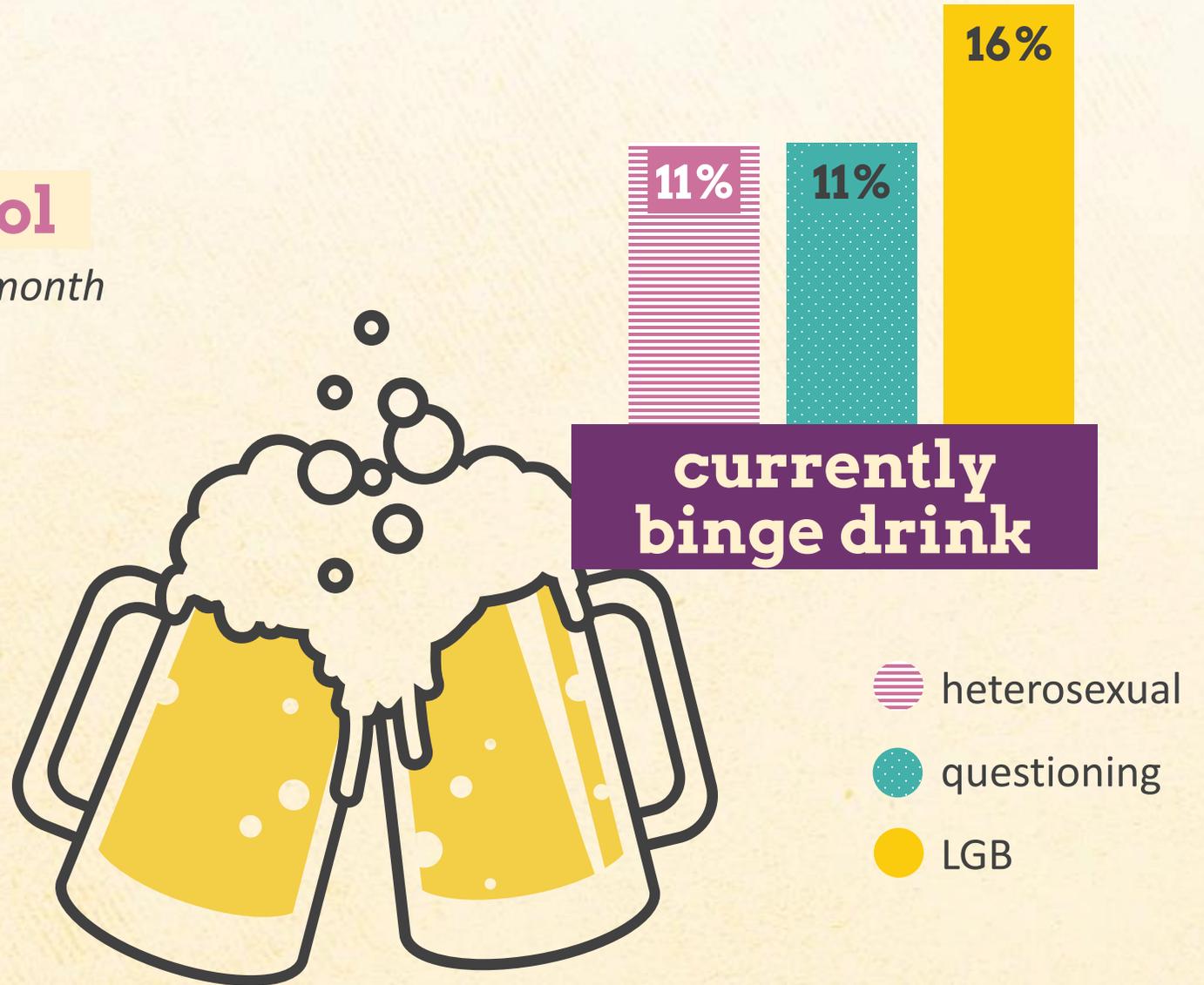
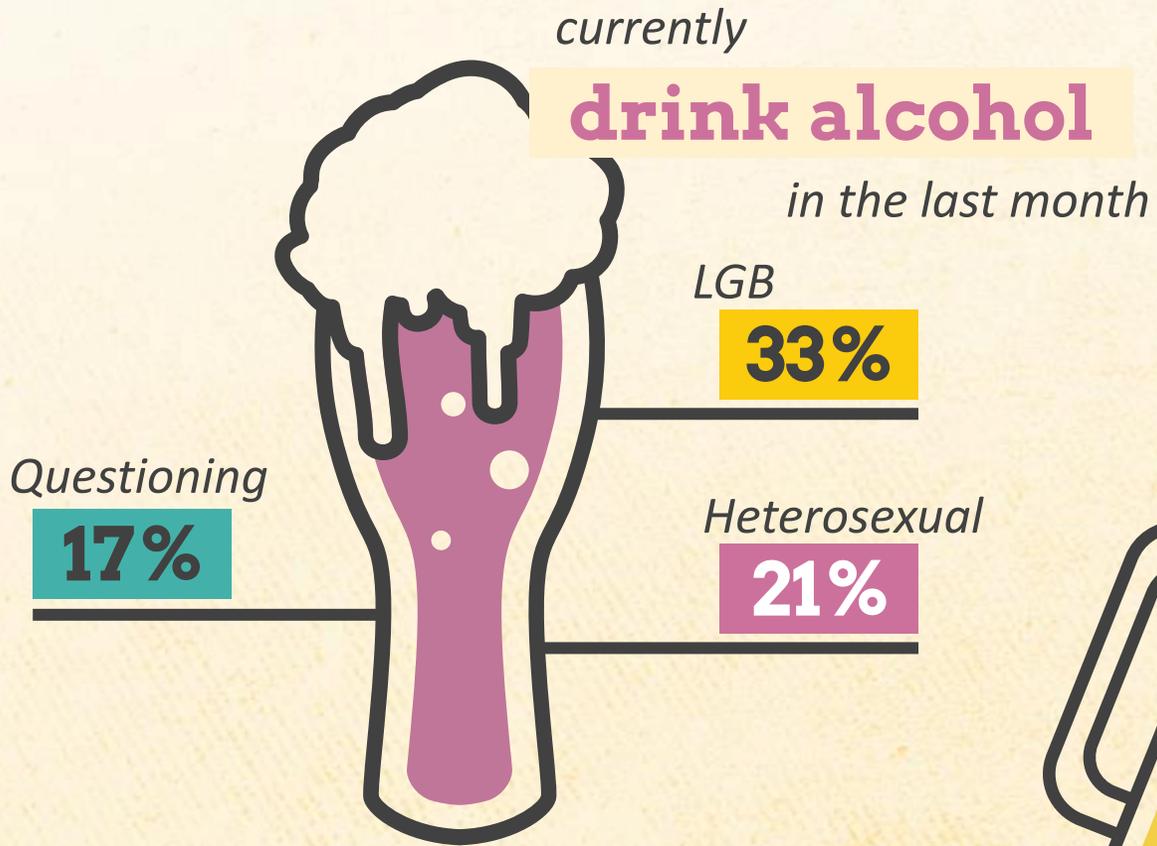
**to have ever injected  
illegal drugs**

# TG/U Youth

who smoked cigarettes or e-cigarettes in the past 30 days



# LGBQ Youth

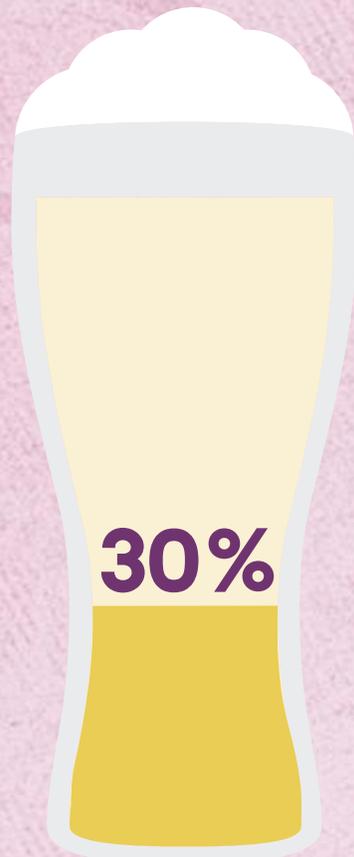


# TG/U Youth

*who currently drink alcohol in the past month*



**cisgender**



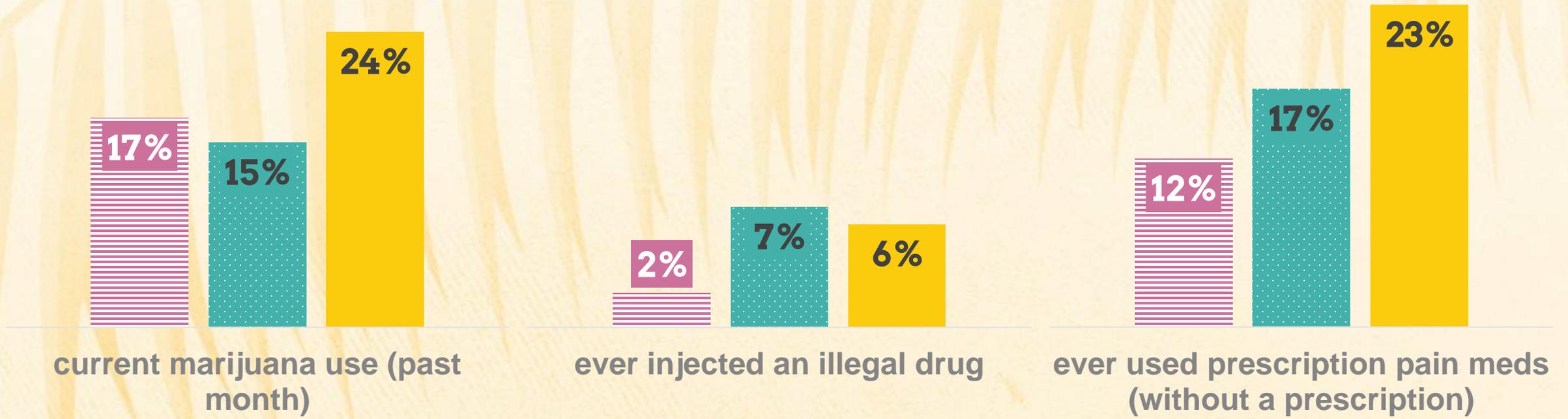
**unsure gender**



**transgender**

# LGBQ Youth

heterosexual   questioning   LGB



# TG/U Youth



**1 in 4**

currently use  
**marijuana**  
(in past 30 days)



**1 in 6**

have ever injected  
**illegal drugs**



**1 in 3**

have ever used  
**prescription pain meds**  
(without a prescription)



# Academic Achievement

*Data findings from Hawai'i YRBS 2017-2019*

# Academic Achievement

## SGM youth in hostile school environments may:

- get lower grades
- experience lower self-esteem
- avoid school

## Higher levels of education can lead to:

- greater income
- Increased life expectancy

## Promising Practice

*GSAs (Gender and Sexuality Alliances) provide spaces where students can receive support, socialize, and find community together.*

<https://www.glsen.org/support-student-gsas>



**Data  
Focus**

*academic disparities  
between*

**LGBQ**

**& heterosexual youth**



**heterosexual** youth are just as likely as  
**LGBQ** youth to feel

**that they will complete a post-high school program**

**Data  
Focus**

*academic disparities  
between*

**TG/U** &

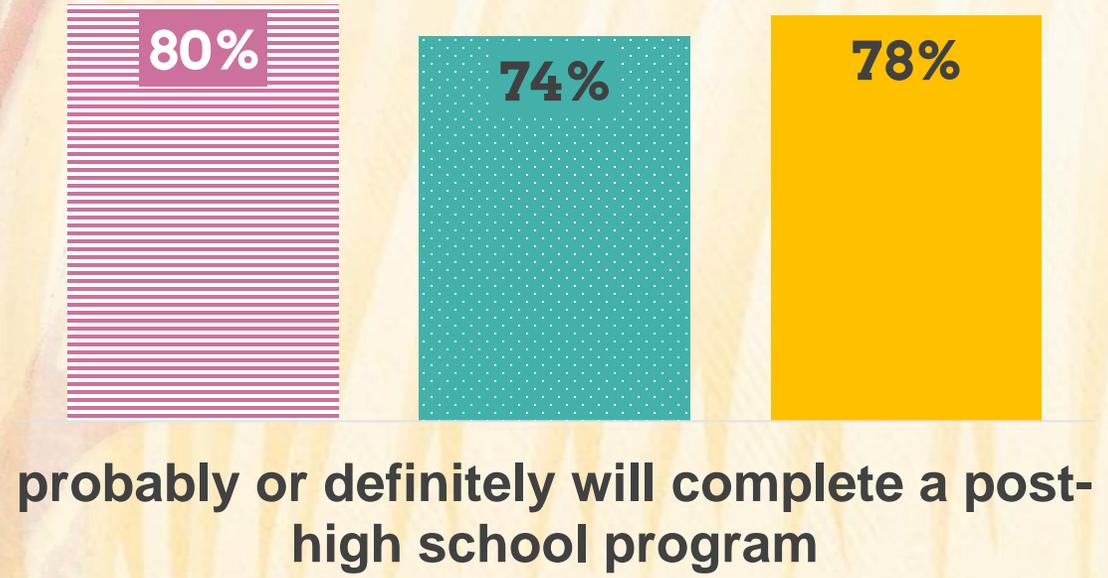
**cisgender youth**



**cisgender** youth are **3 times** more likely  
than **TG/U** youth to feel

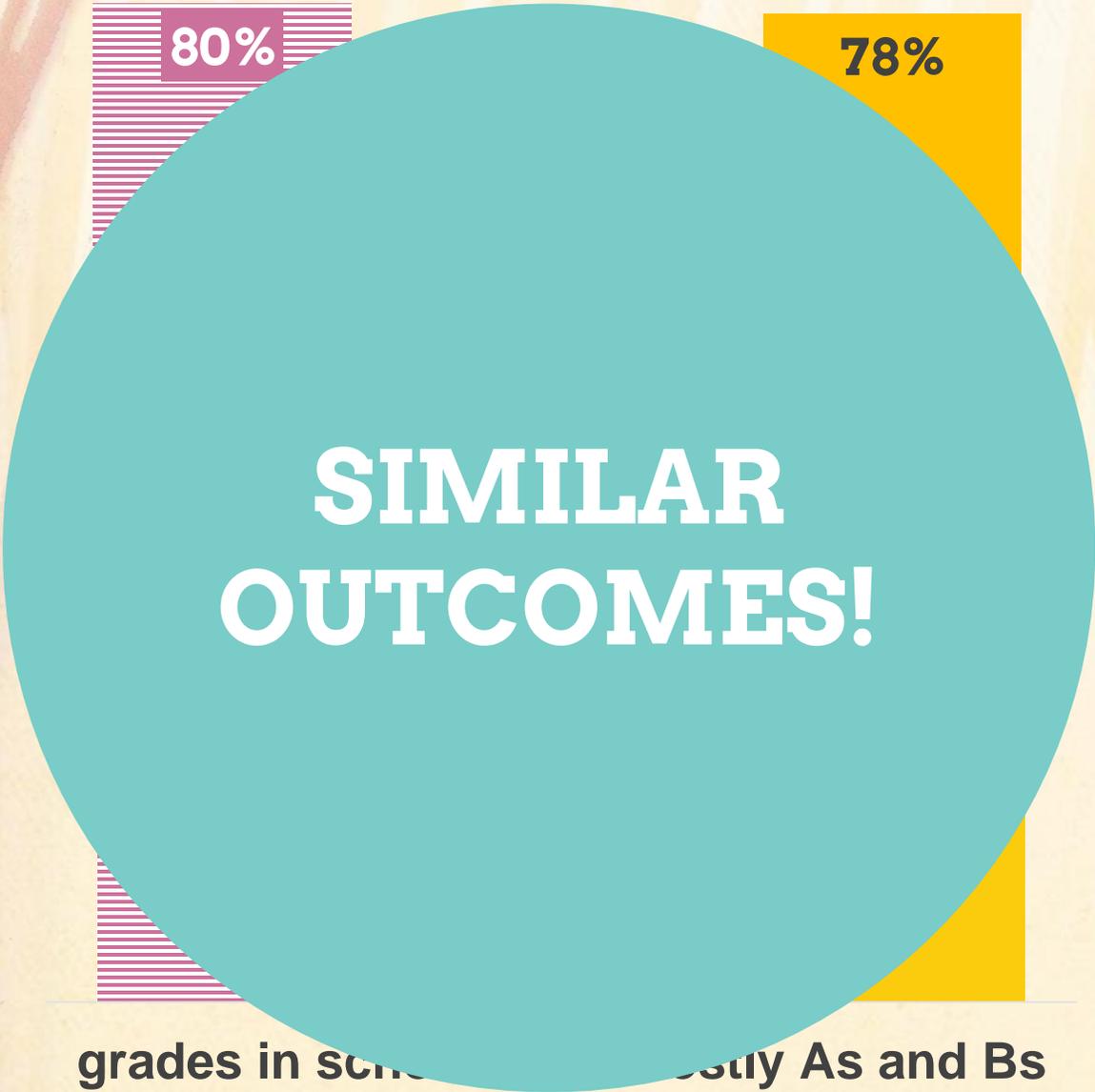
**that they will complete a post-high school program**

# LGBQ Youth



heterosexual    questioning    LGB

# LGBQ Youth

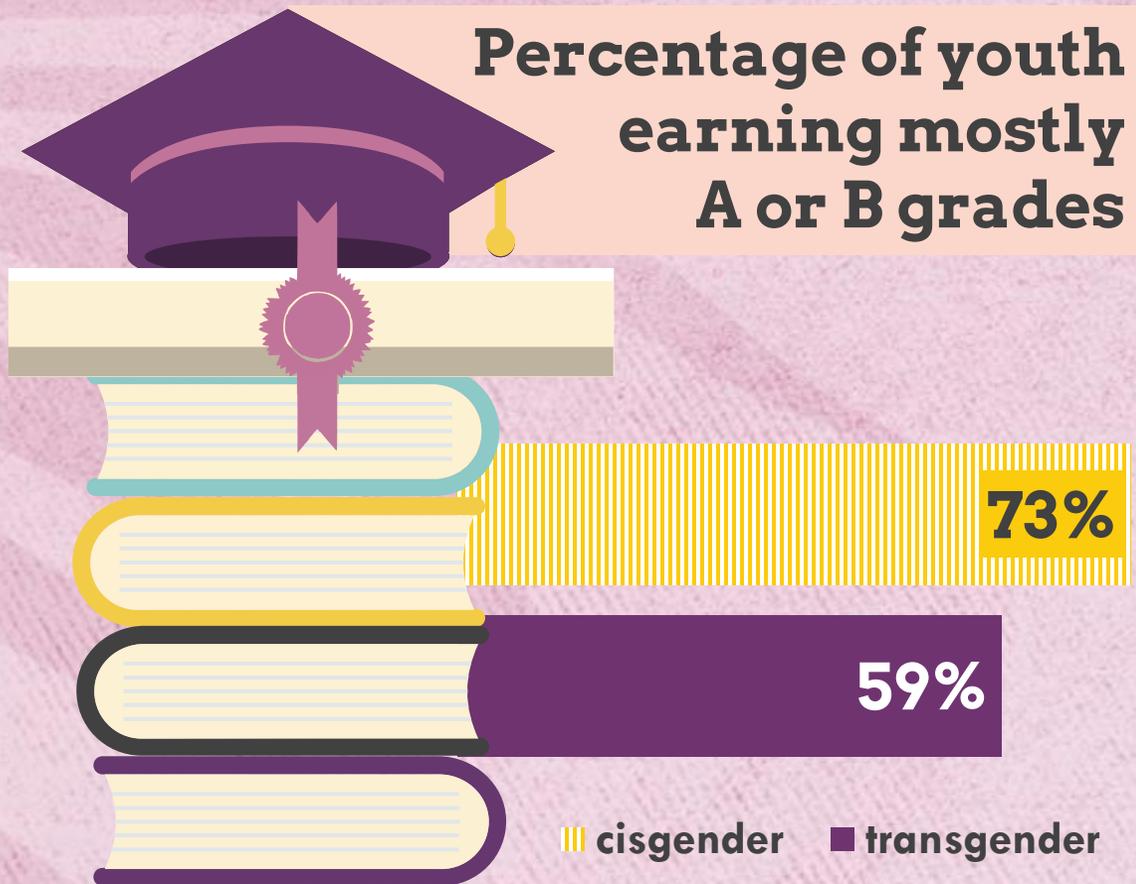


heterosexual

questioning

LGB

# Transgender Youth



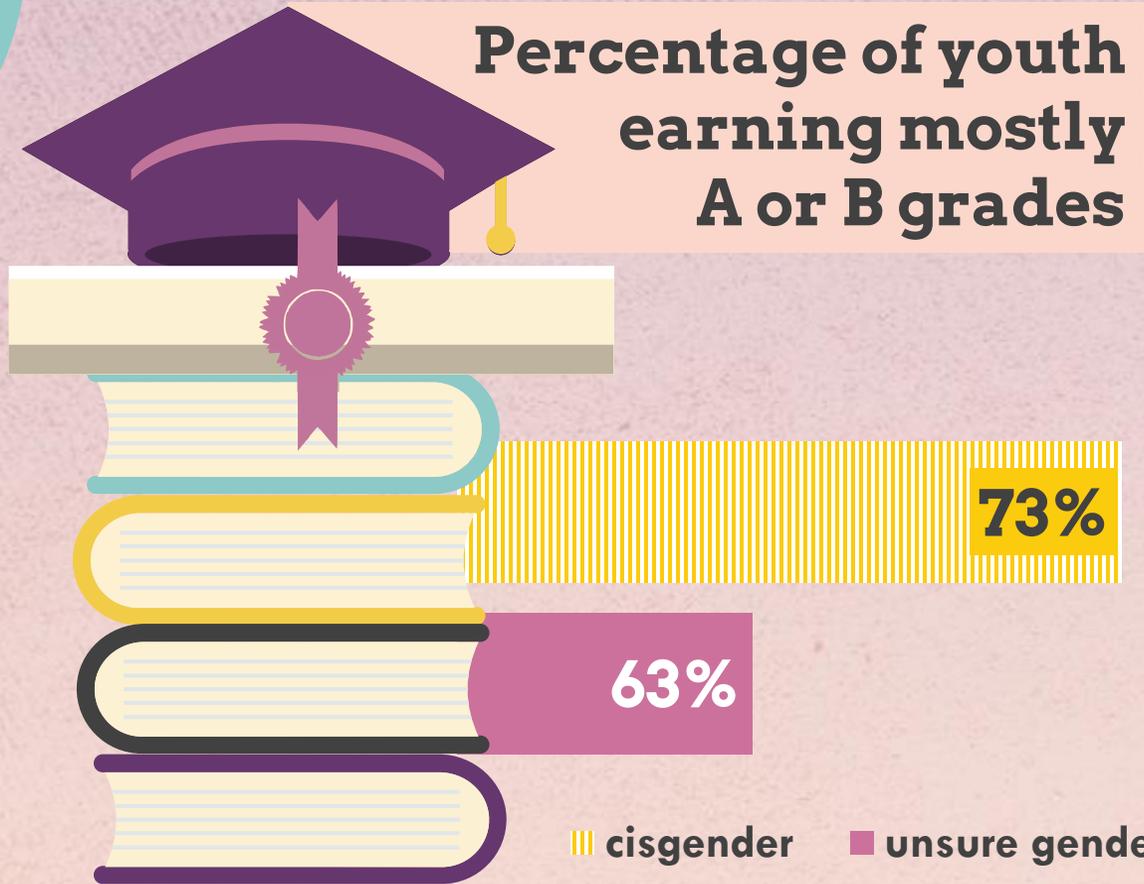
**45%**

of transgender youth feel they will (probably or definitely) complete a post high school program



# Unsure Gender

**57%**  
of youth of unsure gender feel they will probably or definitely) complete a post-high school program





# Protective Factors

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*Data findings from Hawai'i YRBS 2017-2019*

# Protective Factors

## SGM youth can overcome adversity with the help of:

- family support and acceptance
- strong self-esteem
- positive peer influences
- involvement in school activities
- caring adults, including in school
- positive social transition
- Gender Sexuality Alliances (GSA)
- anti-bullying policies policies

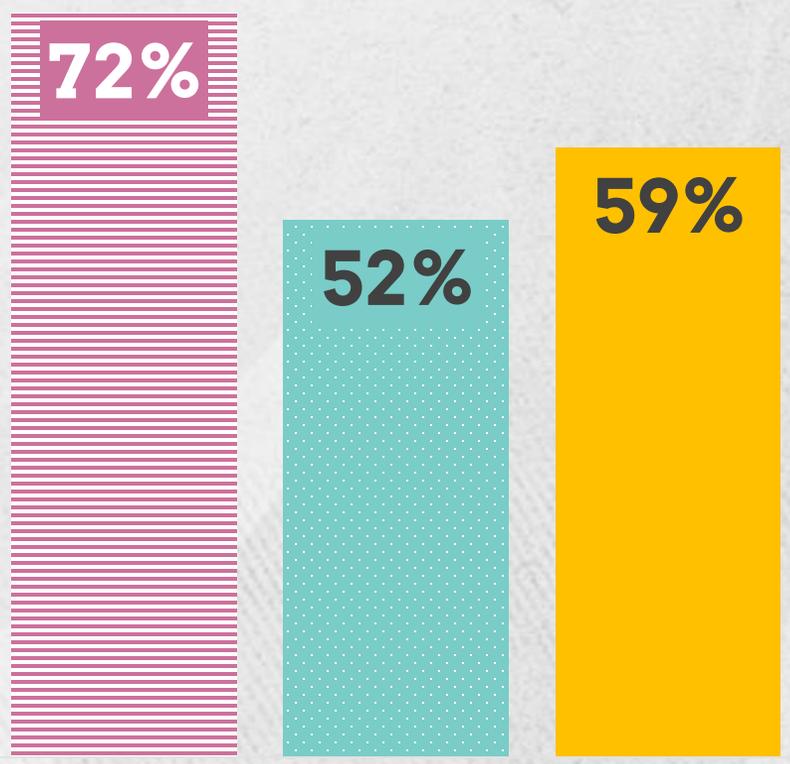
## Promising Practice

*The Hawaii State Teachers Association encourages members, staff, students, and the community to support SGM students and use their interactive digital classroom resource.*

<https://www.hsta.org/news/recent-stories/lgbtq-pride-resources-and-interactive-virtual-classroom/>



# LGBQ Youth



have an adult outside of school to talk to

■ heterosexual ■ questioning ■ LGB



*do not have an adult figure or teacher in school they can talk to about things important to them*

# Transgender Youth



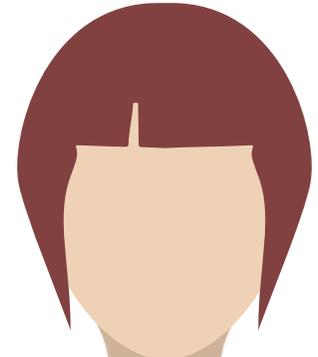
**Less than  
half (45%)**

have an adult outside  
of school or a teacher  
they can talk to

# Questioning Gender

**More than half (56%)**

**have an adult outside of school or a teacher they can talk to**



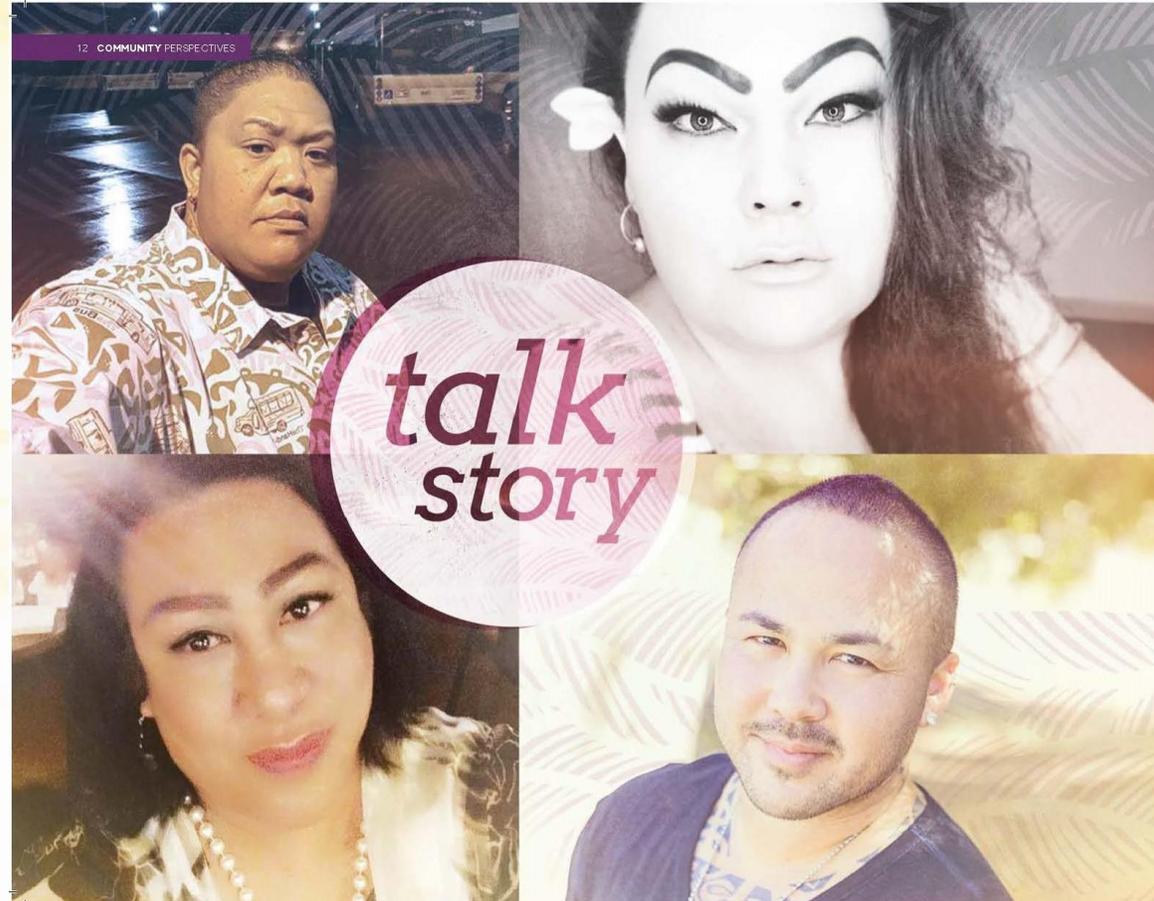


# More Than Numbers

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*Need for qualitative research to supplement findings*

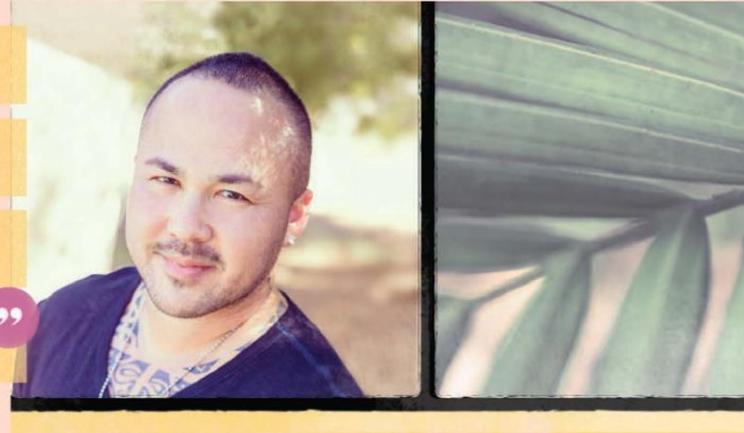
# Stories of Resiliency



Source: <https://health.hawaii.gov/surveillance/files/2018/09/HawaiiSexualandGenderMinorityHealthReport2018.pdf>

“  
*My struggles have  
carried me far,  
and I am stronger  
because of them.*  
”

- Kaleo Ramos



As the saying goes, you shape your own world. Everyone is born with the ability to create a life that is both meaningful and relevant. But achieving that depends on the drive one sets for oneself, and how one rises from one's struggles. My life has always been full of struggles. In fact, it always seems as though every day of my life has required me to act with a full tank of adrenaline. My earliest memory of being transgender was when I was only 5-years old entering Kindergarten. I was different from the other girls, but I did not know how I was different, and I did not possess the words or desire to express my feelings to anyone.

I grew up feeling ashamed and angry. I behaved aggressively, and carried more stress than any young child should have to shoulder. My struggles continued through my school years, all the way till I was 29 years old. At that time, I was married with a 2-year old child. I knew what I needed to do for me to be truly

**Without these struggles  
I would not be where  
I am now in this life.**

happy with myself: live an authentic life where I was not only happy, but more importantly, I was honest with myself about how I wanted to live the rest of my life. I ended my marriage and long-term relationship of 8 years with the father of my child and made one of the biggest decisions of my life: to transition. My struggles have carried me far, and I am stronger because of them. Without

these struggles I would not be where I am now in this life. My resilience and determination to live better and stronger were what truly drove me to where I am today. I am a successful educator; advocate; activist; graduate student working on my 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> college degrees; hula dancer; respected individual of the LGBT community;

partner; parent; and son. I could not have done many of these things without developing a reservoir of happiness within myself by finally being able to live authentically, and having the internal motivation and desire to do plenty of good things in this life.



# Future Opportunities

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*What's next?*

# Requests from Community

More Talk  
Story

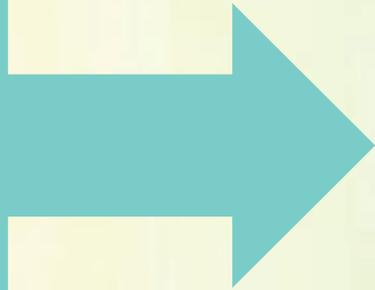
Other  
Genders

Kupuna &  
Adults

Data  
Trends

# Get Your Own Data!

**Hawai'i  
Health Data  
Warehouse**



Source: <https://youtu.be/TOY8AWY2pSE?si=iTktJezkVuwZa6cM>

# Individual Action

Show Up



Intervene



Advocate

An illustration of a woman with dark hair, wearing a purple long-sleeved shirt and a white skirt, holding a large yellow sign above her head with both hands. The sign has the text 'I CARE' written on it in bold, black, uppercase letters. The background is a textured, light-colored wall with vertical brushstrokes.

**I CARE**

# Mahalo to All Contributors



## SGM Community Members

Hawai'i SGM Workgroup

Dr. Ashley Yamanaka

Dr. Tonya Lowery St. John

Ka Aha Mahu

Na Pua Ilima

Papa Ola Lokahi

Hawai'i Dept. of Education

Hawai'i Dept. of Health

# Contact Info

**Thaddeus Pham**

**[thaddeus.pham@doh.hawaii.gov](mailto:thaddeus.pham@doh.hawaii.gov)**



# **Sexual & Gender Minority Resource Hub**

<https://health.hawaii.gov/harmreduction/sexual-gender-minority/sexual-and-gender-minorities-sgm-in-hawaii>