

## Youth development opportunities among LGBTQ+ youth: Who is being reached and who is left out?

### Methods

#### Study design

- 2022 Minnesota Student Survey, a statewide, school-based survey;
- Grades 8, 9, 11 (~13-18 years old)
- Participation
  - 70% of school districts
  - 56%, 51%, and 41% of students in grades 8, 9, 11 statewide.
- N=24,400 LGBTQ+ students

#### Measures

- Four social positions
  - Sexual identity: straight (heterosexual), asexual, bisexual, gay or lesbian, questioning/not sure, pansexual, queer, I don't describe myself in any of these ways, and I am not sure what this question means (missing)
  - Gender identity: cisgender boy, cisgender girl, nonbinary/genderfluid, agender, questioning, transgender boy, transgender girl, Two Spirit, or identity not listed.
  - Racial/ethnic identity: American Indian or Alaska Native; Asian, South Asian, or Asian American; Black, African, or African American; Hispanic or Latino/Latina; Middle Eastern or North African; Native Hawaiian or other Pacific Islander; and White.
  - Grade in school (8<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>)
- Youth Development Opportunities (YDOs)
  - 7 item scale,  $\alpha = 0.81$
  - e.g. "When you spend time doing activities outside of the regular school day, how often do you... learn skills like teamwork or leadership?" "...help make decisions?" "...develop trusting relationships with adults?" (range=1-4)
  - higher values = more youth development experiences

#### Data Analysis

- Descriptive statistics; univariate ANOVAs explored differences in mean levels of YDOs by each social position
- Exhaustive Chi-square automatic interaction detection (ECHAID): decision tree comparing average YDO scores across all combinations of four social positions