Understanding Gender Identity in Young People:
A Briefing Paper for Afterschool Programs

By Sam Piha and Samantha Walters

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TABLE OF CONTENTS

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http://www.theguardian.com/childrens-books-site/2016/jan/28/top-10-books-about-gender-identity

Introduction

There is a growing awareness in our society that gender is more than the sex that is assigned at birth. In the popular media, we have been introduced to Caitlin Jenner and followed the challenges as portrayed in the Netflix TV series, *Transparent*. The issues of gender identity and children have been well chronicled on the Public Broadcasting NewsHour[1] and its cousin, Frontline[2]. Increasingly, schools are struggling in the courts to fully address the rights of transgender youth: how to address the needs to access restrooms and locker rooms that are based on gender and engage in activities in alignment with a youth's affirmed gender[3].

While gender identity is complicated, leaders of youth programs are invited to better understand these issues. They are especially important to ensure that youth programs provide a safe place for all youth. We know from research that a sense of physical and emotional safety is a core component of any quality youth program[4]. It is also the first program characteristic cited in California's Quality Standards for Expanded Learning Programs[5].

Social emotional learning and other frameworks that list important skills for success cite self-awareness, social awareness, interpersonal skills, self-efficacy, and growth mindset   It is important to note that many of the solutions involve efforts to reduce gender bias and stereotyping – something that is good for all youth[6]. Below, we offer a brief overview of gender identity issues.

Gender Terminology

Although mainstream society largely views gender as binary, it is complex. "Gender-expansive[7]" is an umbrella term used for individuals that broaden commonly held definitions of gender, including its expression, associated identities, and/or other perceived gender norms, in one or more aspects of their life.

Gender Spectrum uses the following definitions to describe the difference between sex and gender[8]:

- **Biological Gender or Assigned Sex** "includes physical attributes such as external genitalia, sex chromosomes, gonads, sex hormones, and internal reproductive structures."

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[1] Public Broadcasting NewsHour: https://youtu.be/a6AqrKMZj4s

[2] Frontline: http://www.pbs.org/wgbh/frontline/film/growing-up-trans/

[3] Blog post, EdWeek:
http://blogs.edweek.org/edweek/rulesforengagement/2015/12/district_feds_reach_settlement_over_transgender_students_locker_room_use.html

[4] The Youth Development Guide: Engaging Young People in After-School Programming:
http://www.temescalassoc.com/db/lias/files/2015/05/CNYD-Youth-Development-Guide.pdf

[5] California Afterschool Network: http://www.afterschoolnetwork.org/sites/main/files/file-attachments/quality_standards.pdf

[6] Student Success Comes Full Circle: Leveraging Expanded Learning Opportunities:
http://www.temescalassoc.com/db/el/files/2015/02/PCY-FullCircleFinal.pdf

[7] Source: https://www.genderspectrum.org/quick-links/understanding-gender/

[8] Source: https://www.genderspectrum.org/quick-links/understanding-gender/

- **Gender** "is the complex interrelationship between an individual's sex (gender biology), one's internal sense of self as male, female, both or neither (gender identity) as well as one's outward presentations and behaviors (gender expression) related to that perception, including their gender role. Together, the intersection of these three dimensions produces one's authentic sense of gender, both in how people experience their own gender as well as how others perceive it."

As explained by Gender Spectrum, gender is not a binary concept with two rigidly fixed options. Instead, gender is a "multidimensional array of possibilities" comprised of one's biology, gender expression, and gender identity. Then again, this concept is not new. Documented by countless historians and anthropologists, non- binary gender diversity exists all over the world.

However, society often views gender as binary. Our understanding of gender is influenced by upbringing, culture, peers, schools, community, media and religion and starts the minute we are born. Even toys, colors, and clothes are assigned a gender. As stated by Gender Spectrum, "through a combination of social conditioning and personal preference, by age three most children prefer activities and exhibit behaviors typically associated with their sex."

Other gender terminology[9]:

- **Biological/Anatomical Sex.** The physical structure of one's reproductive organs that is used to assign sex at birth. Given the potential variation in all of these, biological sex must be seen as a spectrum or range of possibilities rather than a binary set of two options.
- **Gender Identity.** One's innermost concept of self as male or female, both, neither, or any and all—how individuals perceive themselves and what they call themselves. Individuals are conscious of this between the ages 18 months and 3 years. For some, their gender identity is different from their biological or assigned sex. Some of these individuals choose to socially, hormonally and/or surgically change their sex to more fully match their gender identity.
- **Gender Expression.** Refers to the ways in which people externally communicate their gender identity to others through behavior, clothing, haircut, voice, and other forms of presentation. Gender expression also works the other way as people assign gender to others based on their appearance, mannerisms, and other gendered characteristics. Sometimes, transgender people seek to match their physical expression with their gender identity, rather than their birth-assigned sex. Gender expression should not be viewed as an indication of sexual orientation.
- **Gender Role.** This is the set of roles, activities, expectations and behaviors assigned to females and males by society. Our culture recognizes two basic gender roles: Masculine (having the qualities attributed to males) and feminine (having the qualities attributed to females). People who step out of their socially assigned gender roles are sometimes referred to as transgender. Other cultures have three or more gender roles.
- **Transgender.** It refers to an individual whose gender identity does not match their assigned birth gender. Being transgender does not imply any specific sexual orientation (attraction to people of a specific gender.) Therefore, transgender people may additionally identify with a variety of other sexual identities as well.

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[9] Source: https://www.genderspectrum.org/quick-links/understanding-gender/

- **Gender Fluidity.** Gender fluidity conveys a wider, more flexible range of gender expression, with interests and behaviors that may even change from day to day. Gender fluid children do not feel confined by restrictive boundaries of stereotypical expectations of girls or boys. In other words, a child may feel they are a girl some days and a boy on others, or possibly feel that neither term describes them accurately.

Tolerance.org, expands gender terminology to include[10]:

- **Assigned Gender.** The gender a baby is given upon birth, usually based on the child's birth sex.
- **Genderqueer.** A broad descriptor many people use to indicate a person does not identify as either male or female.
- **Preferred Personal Pronouns.** In addition to the traditional pronouns (he/him, she/her, they), some people prefer to use gender-neutral pronouns, such as ne, ve, ze/zie and xe. If you don't know a youth's preferred personal pronoun, it's always best to ask. [Increasingly, youth are requesting that "they" be used as their personal, singular gender-neutral pronoun.]

Gender Across the Grades[11]

Preschool. Children often express "atypical" gender behavior – boys playing with dolls or girls adopting boy's names – as early as two or three. Many gender-expansive or transgender children are grappling with the necessary language to express their own sense of self. It is important for teachers and leaders to have a firm understanding of gender development and knowledge of stages of parental understanding.

Elementary School. Gender non-conforming behavior in preadolescents is particularly visible. Most gender-expansive children are aware they do not fit the expected gender norms. This may result in the child becoming shy and withdrawn, usually in an attempt to protect themselves from bullying by their peers. Others exhibit behavioral problems.

Understanding how to supportively address gender identity and expression in the classroom and school is crucial. This includes developmentally appropriate, explicit lessons on gender, which will create a safe space for all youth to explore their full sense of self. Outside of the classroom, schools can build parents' capacity to help their child by providing parents with developmental perspective of gender development.

Middle School. During this period, many young people often display gender-expansiveness and/or identity as transgender. Many gender-expansive young people experience discomfort from their social environment, bodies, and homes. Middle school educators must learn to recognize a child in distress. Schools should focus on creating a truly gender inclusive environment by doing activities such as exploring gender stereotypes and social pressures as well as learning to distinguish between gender identity and sexual orientation. Schools and districts should consider navigating specific spaces such as

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[10] Source: http://www.tolerance.org/gender-spectrum
[11] Source: https://www.dropbox.com/s/ohb5dhyqqznjmgk/Gender%20Across%20the%20Grades_112514.pdf?dl=0
[paraphrased]

sports, bathrooms, and school forms; accommodating name and pronoun preferences; and recognizing civil and legal rights of its youth.

High School. As social dynamics play out in high school, gender becomes increasingly important. Youth in high school should be encouraged to explore gender as it relates to their own social contexts in and out of school. This self-reflection as members of the school community is crucial for the process of creating greater gender inclusion.

Statistics About Bias in Schools

In 2013, the Gay, Lesbian, & Straight Education Network (GLSEN) conducted a school climate study[12]. This study examined the bias within schools towards lesbian, gay, bisexual, and transgender (LGBT) youth. While afterschool programs are not responsible for the actions and policies of schools, the findings of this report shed light on what LGBT youth experience in their schools before coming to afterschool programs.

School Safety
- 37.8% of LGBT youth felt unsafe at school because of their gender expression.
- Over a third avoided gender-segregated spaces in school because they felt unsafe or uncomfortable (bathrooms: 35.4%, locker rooms: 35.3%).

Anti-LGBT Remarks at School
- 56.4% heard negative remarks about gender expression (not acting "masculine enough" or "feminine enough") frequently or often.
- A third (33.1%) heard negative remarks specifically about transgender people, like "tranny" or "he/ she," frequently or often.
- 55.5% of youth reported hearing negative remarks about gender expression from teachers or other school staff.

Harassment and Assault at School
- Compared to other LGBT youth, transgender, genderqueer, and other non-cisgender youth faced the most hostile school climates.
- 55.2% of LGBT youth were verbally harassed (e.g., called names or threatened) in the past year because of their gender expression.
- 11.4% were physically assaulted (e.g., punched, kicked, injured with a weapon) in the past year because of their gender expression.
- 22.7% were physically harassed (e.g., pushed or shoved) in the past year because of their gender expression.

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[12] Source:
http://www.glsen.org/sites/default/files/2013%20National%20School%20Climate%20Survey%20Full%20Report_0.pdf as for anti-LGBT remarks, harassment, policy, and school sections

Discriminatory School Policies and Practices
- 42.2% of transgender youth had been prevented from using their preferred name (10.8% of LGBT youth overall)
- 59.2% of transgender youth had been required to use a bathroom or locker room of their legal sex (18.7% of youth overall)
- 31.6% of transgender youth had been prevented from wearing clothes considered inappropriate based on their legal sex (19.2% of youth overall)

School Performance
- Were more than three times as likely to have missed school in the past month than those who experienced lower levels (58.6% vs. 18.2%)
- had lower GPAs than youth who were less often harassed (2.9 vs. 3.3);
- Were twice as likely to report that they did not plan to pursue any post-secondary education (e.g., college or trade school; 8.2% vs. 4.2%);
- Had higher levels of depression and lower levels of self-esteem.

Antibullying[13]
- Of the 70.5% of U.S. school districts with antibullying policies, a minority (14.1%) enumerated protections for youth based upon their gender identity and/or gender expression.
- When accounting for all U.S. school districts, i.e., those with and without antibullying policies: – Three in ten school districts enumerated sexual orientation, and not gender identity/expression.
- In states with anti-bullying laws that included: —60.3% of districts were not providing protections to youth based on gender identity/ expression in their anti-bullying policies.
- Nearly six in 10 (58.4%) LGBT youth were not receiving explicit protections from bullying and harassment based on sexual orientation or gender identity/expression in their school districts (i.e., their districts did not have LGB or LGBT-inclusive policies).

Gender Inclusive Schools[14]

In embarking on a path to expand youth's understanding about gender diversity, schools and youth programs set a tone in which the examination of differences across multiple domains is accepted and encouraged. Coming to recognize gender in all of its complexity allows youth to see concepts in more realistic terms. Helping them understand the idea of a spectrum—a range of possibilities and not simply the "opposite ends" of a binary—builds their capacity to critically examine concepts in other areas of learning as well as building their appreciation for gender and other forms of diversity. In building youth's perspectives about gender and gender diversity, schools are able to introduce notions of ambiguity and degree that will serve them as they explore other complex topics for the rest of their lives.

A gender inclusive school makes certain that regardless of one's gender identity or gender expression, youth are openly and freely included in all aspects of the school environment without restriction or limitation of any kind.

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[13] Source: http://www.glsen.org/article/new-state-and-school-district-anti-bullying-policies
[14] Source: https://www.genderspectrum.org/explore-topics/education/#more-239. Additional information found on: https://www.dropbox.com/s/02oqwv70fcraxsf/00_Framework_for_GI_Schools.pdf?dl=0

In order to create a gender inclusive learning environment, adults should consider the four discrete entry points: Personal, Structural, Interpersonal, and Instructional.

- **Personal.** The personal entry points to one's own understanding of gender and experiences. It is an ongoing process of personal exploration and gender awareness.
- **Structural.** Structural entry points are institutional steps that create a foundation of gender inclusive practices. By first assessing the degree to which an organization recognizes and addresses issues related to gender diversity, they can plan programs accordingly. The goal is to demonstrate to the community that the institution recognizes and honors gender diversity.
  The structural approach includes policies and procedures, systemic staff training, the creation of written material and signage/visuals, and youth information.
- **Interpersonal.** Interpersonal entry points are the various individual interactions and communications that reinforce organizational commitment to gender inclusion. Parents, educators, program leaders, and leaders in the community must voice commitment to honoring gender diversity through relational and conversional approaches.
  This entry point requires intentional behavior such as a discussion on language as well as the leader's use of language. Leaders should challenge binary notices of gender in the language they use, by not assigning gender to toys, colors, and clothes, not lining up children or dividing schoolroom activities by gender (boy-girl), and not referring to youth by gendered terms (i.e. boys and girls)[15]. Also, leaders should help youth understand the difference between patterns and rules. For example, not all girls wear dresses, and some boys do. Further, leaders should have open discussions and reflect with their youth about gender, empathy, and respect.
- **Instructional.** Instructional entry points are specific ways teaching and learning are used to create greater awareness and understanding about gender. This the most direct way to impact youth. Instructional approaches include designing lesson plans, using literature, art, creating advisory programs, inviting guest speakers, and overall integrating gender into the curriculum.

Recommended Action to Create Safer and More Inclusive Organizations

In the 2013 National School Climate Survey, researchers gave the following recommendations[16]: Support youth clubs, such as Gay-Straight Alliances (GSAs), that provide support for LGBTQI youth and address LGBTQI issues in education [Increasingly, theses clubs are being renamed, because GSA doesn't get what they are. There's now a lot of Rainbow clubs around.];

- Provide training for school staff to improve rates of intervention and increase the number of supportive teachers and other staff available to youth;
- Increase youth access to appropriate and accurate information regarding LGBTQI people, history, and events through inclusive curricula and library and Internet resources;

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[15] Additional Resources:
https://www.dropbox.com/s/rioem0wixnepcwz/Using%20Gender%20Inclusive%20Language%20with%20Youth.pdf?dl=0 and
https://www.dropbox.com/s/10fu3uxr8a3s2hn/12%20Easy%20Steps%20Towards%20Gender%20Inclusion_112514.pdf?dl=0
[16] Source:
http://www.glsen.org/sites/default/files/2013%20National%20School%20Climate%20Survey%20Full%20Report_0.pdf Although it states schools, it can be applied to any organization. I have taken out the one's specific to schools

- Adopt and implement comprehensive anti-bullying/harassment policies that specifically enumerate sexual orientation, gender identity, and gender expression as protected categories alongside others such as race, religion, and disability, with clear and effective systems for reporting and addressing incidents that youth experience.

An Interview With a Child Development Specialist

Below is an interview with we interview Dr. Diane Ehrensaft to shed more light on this topic. She specializes in research, clinical work, and consultation related to gender-nonconforming children. Diane is an associate professor of Pediatrics at the University of California San Francisco and a developmental and clinical psychologist in the San Francisco Bay Area.

Q: Is gender inborn or learned?
A: As implied in the title of my book, *Gender Born, Gender Made*, the answer is neither—it's both. Each one of our genders includes a combination of nature, nurture, and culture. To really answer this question, of inborn or learned, we have to differentiate gender identity from gender expressions: gender identity is our inner sense of self as male, female, or other; gender expressions are the ways we show our gender to the world—our appearance, our activities, our words, our ways of relating to the world.

Present research indicates that our gender identities have a strong constitutional loading, while our gender expressions have a stronger social, cultural loading, but that both gender identity and gender expressions can have elements of all three influences—nature, nurture, and culture.

Regarding nature, the most important concept to mark is that gender does not lie between our legs; it lays in our brains and our minds, and the messages those brains and minds send to you inside about what your gender is are paramount.

Q: Developmentally, when does this happen?
A: Our old developmental theories said one thing, newer developmental theories say another. I'm going to answer according to the new. By the second year of life a toddler can exhibit both understanding of the gender label given to the child by the outside world (i.e., They call me boy; they call me girl) and their own internal sense of their core gender which will either match that label (the cisgender child) or show the incipient signs of being opposed to that label, as when a toddler, upon developing language, says, Me not boy, me girl. From age two to six, we all learn what it means to be a boy or girl or other, in other words, how to "do" our gender. We learn this through observation, direct teaching or coaching, even gender policing, and through our close relationships with those around us.

By age six, most children will have a fairly stable sense of their gender identity, but not all children do, and some children may go through several iterations throughout their childhood until they land on "the gender that is me." The most important element in this developmental process is that the adults around the child allow children the freedom to establish their own gender selves, rather than have it dictated by others.

Notable is that in traditional gender theories it was expected that for a child to have successfully reached their developmental markers regarding gender identity, they must have a clear and stable sense of themselves as boy or girl by age 6, and that sense should match the sex assigned to them at birth. But if a child says, "Hey, you all have it wrong, I'm not the gender you think I am" that child is not acknowledged as capable of having a stable gender identity by age six. That child is told, "You are too

young to know." That child is a member of our youngest cohort of transgender people, and we have to ask the defenders of the traditional developmental theories—How come a cisgender child can know who they are by age six, but a transgender child cannot?

Q: What is gender fluidity?
A: Gender fluidity is living outside binary gender boxes—male/female; boy/girl. It also indicates a flexibility and creativity in composing for oneself a gender mosaic, if you will, based on a potpourri of the social expressions of gender within one's culture and also on an internal sense of self as neither male, female, but somewhere in between or all and any rather than either/or. A child can be gender fluid at any moment in time (think pink boys) or over time (ballerina for awhile, then Darth Vader, then a "gender hybrid").

Q: Can gender identity be chosen—or even changed?
A: We do not choose our gender identities—we discover them. No one can take that away from us, they can just demand that we bury it underground. And yes, our gender identities can change over time. Gender is a lifelong process. But truth be told, gender identity is typically a pretty stable part of ourselves, once we clarify what it is, albeit not necessarily immutable.

When it comes to our gender expressions, yes, they can be both chosen and changed, either over time or depending on the circumstances. For example, when I was growing up I was both a ballerina and an avid student of math. When a ballerina, I was the essence of femininity. But when in my accelerated math class, I expressed myself in a competitive, driven manner more associated with male gender expressions at the time I was growing up.

The terrible affront we do to transgender people is the same one that has been laid on gay, lesbian, and queer people—the accusation that they choose to be the way they are and they could stop it if they wanted (often with the help of harmful, reparative therapies). The reality is: that is who they are, they didn't "choose" it, and it is the task of all around them to acknowledge, honor, and support that person for who they let us know they are.

Q: Does gender have to be one or the other?
A: Not only does gender not have to be one or the other—it isn't. The only problem is that many people get nervous when we take that idea of only two genders away from them. The concept of binary gender—male/female--has been bedrock for many people; and now we're taking that bedrock away and replacing it with gender as moving boulders. But that binary concept has never really held true in reality. When we look at the animal world, when we look at cultures across the globe and throughout history, and when we look at the phenomenal sea change that is occurring right now in our own culture's redefinitions of gender, particularly among youth, we discover that gender, rather than binary, is actually infinite in its potential variations.

On our own land, Native Americans have taught us about third and fourth genders. And these variations should be considered a healthy part of human existence, rather than something that has to be fixed or exterminated (as did the white settlers with the Native American third and fourth gender people).

Turning back to youth, we now have children and teens who identify as agender, pangender, gender queer, gender fluid. Indeed Facebook has provided over 58 categories of gender to choose from, in addition to "other." And more will come. We now think of gender as a spectrum, a rainbow, a web, no more boxes.

Q: What would you advise for youth workers regarding their work with gender fluid youth?
A: More important than anything else, listen to the youth. It is not for us to say, but for them to tell us who they are and how they want to "do" their gender. Know that by the time they come to you they may have suffered years of teasing, harassment, or rejection because of their gender fluidity. Gender fluidity doesn't always play well in a world that is genderist or transphobic. Alternatively, know that by the time they come to you they may have discovered support, acceptance, and pride in themselves, and that is to be celebrated.

But going back to the negative, know that the risk factors for gender fluid youth are many. If not supported, gender fluid youth are at risk for anxiety, depression, self-harm, even suicide. And know that they depend on you to watch their back, to mirror back to them a positive sense of who they are, to use the names and pronouns they ask you to use for them, to step in rather than step aside as a passive bystander if others are giving them grief about their gender.

Q: What would you advise for youth workers as they look to create a safe and unbiased (gender) environment for all youth?
A: First, look inside yourselves and check yourselves for your own biases and discomfort with gender-nonconforming and transgender youth. How do you really feel about a boy wearing a dress? A boy-girl? A girl who binds her breasts? All of us have "gender ghosts"—negative feelings about people who live outside gender boxes, a normative way of being that was instilled in us in our own socialization in a world that was not accepting of such gender differences.

If we are to work with youth and afford all youth an opportunity to maximize their gender health—which means having the opportunity to live in the gender that feels most authentic to them - free of aspersion and rejection and filled with gender acceptance and support, it is necessary to expel our gender ghosts and replace them with gender angels—positive feelings and actions toward youth of all genders.

Anyone who works with a gender-nonconforming youth holds two responsibilities:
- To make sure you function as an accurate mirror for the youth: No one wants to feel invisible, so make sure you reflect back to the youth the gender self they are, not the one you want them or expect them to be.
- To ensure that no insults or impingements/microaggressions come the youth's way: The youth are counting on you to run interference for them and either not allow or be responsible for the minor or major insults that might come their way. So just make sure you step up to the plate.

Diane Ehrensaft, Ph.D. is an associate professor of Pediatrics at the University of California San Francisco and a developmental and clinical psychologist in the San Francisco Bay Area, with a private practice in Oakland, California. She is Director of Mental Health of the Child and Adolescent Gender Center and chief psychologist at the Child and Adolescent Gender Center Clinic at UCSF Benioff Children's Hospital. She specializes in research, clinical work, and consultation related to gender-nonconforming children, lecturing, publishing, and serving as an expert witness on both topics nationally and internationally.

Dr. Ehrensaft is author of *Gender Born, Gender Made*; *Mommies, Daddies, Donors, Surrogates*; *Building a Home Within* (co-edited with Toni Heineman); *Spoiling Childhood; Parenting Together;* and the new release, *The Gender Creative Child.* Dr. Ehrensaft serves on the Board of Directors of Gender Spectrum, a national organization addressing the needs of gender-expansive children and their families.

Resources: Programs and Organizations

- Gender Spectrum - provides consultation, training and events designed to help families, educators, professionals, and organizations understand and address the concepts of gender identity and expression.
- Transgender Youth Rights – a grassroots youth-created organization, dedicated to creating safe schools for all, regardless of gender identity and expression.
- QuERI (The Queering Education Research Institute©)- an independent think-tank, qualitative research, training, and policy center.

Additional Resources:
- Gender Spectrum's Comprehensive Guide to Creating a Gender Inclusive Classroom and Resources: https://www.genderspectrum.org/resources/education-2/#cuatro
- Tolerance.org's Toolkit to Create a Gender-Neutral Day: http://www.tolerance.org/toolkit/toolkit-gender-spectrum
- Tolerance.org's Gender Stereotypes Role Playing: http://www.tolerance.org/lesson/what-happens-if-using-role-plays-understand-how-gender-stere
- QuERI's School Outreach and Engagement Projects: http://www.queeringeducation.org/schooloutreach
- GLSEN's Resources on Gender: http://www.glsen.org/search/node/gender
- GLSEN's Youth and Educator Resources: http://www.glsen.org/article/trans-and-gender-nonconforming-youth-resources
- GLSEN's Elementary School Toolkit: http://www.glsen.org/sites/default/files/Ready%2C%20Set%2C%20Respect%21%20GLSEN%27s%20Elementary%20School%20Toolkit.pdf
- Prienet.ca's Gender Spectrum Report: http://pridenet.ca/wp-content/uploads/the-gender-spectrum.pdf
- Discussing Gender in a Classroom Guide: http://www.adl.org/assets/pdf/education-outreach/discussing-transgender-and-gender-non-conforming-identity-and-issues.pdf
- Additional Academic Resources: http://www.queeringeducation.org/research/selected-reference-list
- Study on Transgender Youth (2006 data)[17]: http://www.glsen.org/sites/default/files/Harsh%20Realities.pdf

Experts:
- Diane Ehrensaft, author of Gender Born, Gender Made.
- Elizabethe Payne, Ph.D, founder and Director of the Queering Education Research Institute© (QuERI)

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[17] Data is not included in the brief. It has been nearly a decade since the data was taken and I believe some of these numbers have improved. It would be a great comparison to today.

About Temescal Associates and the Authors

Temescal Associates is a private consulting firm and will serve as the primary consultant for this project. Temescal is dedicated to building the capacity of leaders and organizations in education and youth development who are serious about improving the lives of young people. We serve our clients by offering gifted and highly experienced consultants who excel at eliciting the internal knowledge and wisdom of those they work with while introducing new knowledge and strategies that can transform the day-to-day practices that lead to improved youth outcomes. For more information, please visit our website at http://www.temescalassociates.com.

Sam Piha is the Founder and Co-Director of Temescal Associates. Sam began his career in 1974 as an afterschool worker, an experience that led to 10 years of classroom teaching, and later work as a child and family counselor and school social worker. Between 1989 and 2001, Sam developed and managed school-based youth programs at the regional and national levels. When California began it's unprecedented expansion of state-funded afterschool programs, Sam help shape the growing afterschool movement in California. He chaired and served on several key state committees and joined with others to build a state-wide system of support for new programs, align state afterschool policies with youth development principles, and successfully support the launch of the state's After School Safety and Education for Teens, a large state-wide high school afterschool initiative.

Sam has served as editor and contributing author of several important practice guides and journal articles on afterschool programming. Sam holds a Masters Degree in Social Welfare, and is a Licensed Clinical Social Worker.

Samantha Walters is Research Consultant at Temescal Associates. While getting her B.A. in Sociology from the University of Arizona, Samantha started working as a Social Media Strategist for a nonprofit organization. This experience led her to create her own Social Media Consulting firm and pursue a Master's degree in Social Entrepreneurship and Change from Pepperdine University.