

MAASIN presents

TRANScending Barriers

A guide for ensemble directors



MARCHING ARTS
ACCESS, SAFETY &
INCLUSION NETWORK

CONTENTS

1 – INTRODUCTION | Page 2

2 – TRANSGENDER 101 | Page 3

Understanding Gender

What it Means to Be Transgender

Transitioning

Terms to Know

3 – FOSTERING INCLUSION | Page 5

Preventing Misgendering

Preventing Deadnaming

Correcting Yourself

Accommodating Showers

Meeting Medical Needs

Celebrating Pride

Taking Transphobia Seriously

4 – NAVIGATING HOSTILITY | Page 11

Understanding and Debunking Transphobic Rhetoric

Legislative Barriers

Safety Considerations

5 – RESOURCES | Page 16

1 – INTRODUCTION

If you don't have trans people in your life, approaching topics related to trans identity and inclusion can feel foreboding. A lot of people mean really well but are too scared they'll do the wrong thing and may end up doing nothing. Even if you think you have no trans students (or staff), there's more and more possibility that you will. It could even be that someone may come out in your ensemble as they become comfortable and are away from the usual pressures of home. Proactively educating yourself is the best thing you can do for trans students.

This guide was assembled by a MAASIN member at the request of DCI's IN STEP to help corps directors build understanding of transgender people, foster inclusive environments in their organizations, and address rising anti-trans sentiments and violence in the United States. This version has been adapted by MAASIN to apply to a wider range of marching arts ensembles besides drum corps. Existing as a trans person in the US can be scary. Existing as a trans person in your ensemble does not have to be. With some effort and care, you can make your ensemble a safer place for trans people.

This guide was written by Rand Clayton with additional community input and/or editing support from Devon Fine, Tom Petrahai, Cecelia Machado, Alex Rathmann, Sara Bowden, and Bianca Doone.

If you have any questions or wish learn more, feel feel to contact Rand via MAASIN at info@maasin.net. If you are a scholastic ensemble and having difficulty interpreting the legislation in your state and what that means for you, please reach out.

2 – TRANSGENDER 101

Understanding Gender

Gender is the roles and expectations someone has based on a complex set of factors depending on the culture and society they live in. Living in the United States means living in what is considered a "Western society." As a result, this came with the Western gender binary.

The gender binary is the thought that gender and sex are the same. This assumes that there are two genders, the two genders are male and female, and everyone must be one of these two genders based on their sex present at birth. These assumptions present an extremely narrow view of the rich spectrum of possibilities gender presents. Many cultures have genders that exist outside the confines of the Western gender binary!

A useful way to conceptualize gender is to think of it the same way we think of days of the week. Days of the week are a construction invented by us to organize our society. There is no scientific way to quantify a Tuesday the same way there is no scientific way to quantify a gender. Astronomists can study the movement of the stars to judge where we are in Earth's rotational cycle but cannot tell us if that means it's a Tuesday. Biologists can look at someone's chromosomes to determine sex but cannot tell us how that person feels and conceptualizes themselves. These things are culturally real and affect our lives every day but they are not a material reality.

Sex

Determined by your reproductive organs and chromosomes on a biologic level but is not discrete.



Gender

The roles and expectations someone has based on a complex set of factors depending on the culture and society they live in.

What it Means to Be Transgender

Being transgender means someone does not wholly agree with the sex-based gender they were assigned at birth. This means trans people exist as women, men, and many other identities clustered together and referred to as non-binary. Being non-binary means someone does not conceptualize themselves as strictly male or female. This could mean they are partially male or female, both, or neither. Transgender is an umbrella term which includes non-binary people.

Transitioning

Transitioning is the process of shifting to live as your gender instead of the sex you were assigned at birth. This can include social and medical processes and looks different for every trans person.

Medical

Seeking gender-affirming healthcare such as hormone replacement therapy (HRT) and surgery

and/or

Social

Taking personal steps to affirm one's gender in their culture such as seeking a name change, dressing differently, using different pronouns, etc.

It is important to remember that there is no wrong way to transition and transition is not linear. It is okay to experiment with different names, pronouns, and clothing even if it means you backtrack to a "previous version" of yourself or detransition entirely. People also start and stop taking hormones for lots of reasons or never want to take them. These things do not make anyone any "less trans." It is also worth mentioning that gender expression is not the same as gender identity! People can always present as one gender but be another for a variety of reasons. What is important is the autonomy to explore yourself and exist as you feel most comfortable in that moment.

Terms to Know

Transgender: someone who does not wholly agree with the gender they were assigned at birth.

Cisgender: Someone who agrees with the gender they were assigned at birth.

Non-binary: someone whose gender is not wholly male or female. There are many more specific non-binary identities such as agender, bigender, genderfluid, genderqueer, demigirl, demiboy, etc.

Gender dysphoria: discomfort and distress associated with not feeling or being perceived as your gender.

Gender Euphoria: joy and comfort associated with feeling or being perceived as your gender.

Hormone replacement therapy (HRT): taking medication to adjust your secondary sex characteristics to match your gender. For example, taking testosterone to achieve a more masculine look or taking estrogen to achieve a more feminine look.

Bottom surgery: surgical procedures which adjust someone's genitalia to match their gender. For example, phalloplasty to give someone a penis or vaginoplasty to give someone a vagina.

Top surgery: surgical procedures which adjust someone's chest to match their gender. For example, getting a mastectomy to remove breasts or implants to create breasts.

3 – FOSTERING INCLUSION

There are many steps you can take to make your ensemble inclusive to trans community members. This section will outline the basic methods of implementing trans inclusive practice.

Preventing Misgendering

Misgendering is when someone makes an incorrect assumption about another person's gender. This can induce gender dysphoria which is annoying at best and devastating at worst. Even if it does not seem like it to you, being misgendered is hurtful and steps should be taken to limit the possibilities of it. The two major ways to prevent misgendering are to implement good pronoun practices and gender neutrality wherever possible.

Pronouns do not equate to gender but often imply gender in our society. People often choose pronouns they feel best reflects their gender. Some people like one set of pronouns while others may like multiple sets. For example, someone who says her pronouns are she/her only likes others using she/her/hers pronouns to refer to her. Someone who uses she/they pronouns likes when people use she/her/hers and/or they/them/theirs pronouns. Sometimes people who use multiple sets have a preference for one set. People often indicate this by putting their preferred set in front. For example, someone who uses they/she may have a preference for they, them and theirs pronouns. If you aren't sure if someone who uses multiple sets has a preferred set, ask! It's perfectly okay to make sure you are referring to them how they'd like to be referred to.

He, she, and they are not the only pronoun sets! Some people like to use neopronouns to express themselves. Neopronouns are pronouns beyond he, she, and they which some people feel better encapsulate their gender. Common neopronouns are xe/xem, fae/faer, and ze/hir but there are lots! Additionally, some people like to use it/its pronouns. **What is important to remember is someone's pronouns are their personal choice and usually important to them. Always use someone's pronouns even if you do not personally understand their choice.**

Good pronoun practices in your ensemble look like:

- Leaving a space in forms for optional pronoun disclosure
- Having extra nametags or a marker around to correct or add pronouns to nametags with no questions asked
- Providing optional pronoun buttons, pins, or stickers so everyone can self disclose as they see fit
- Offering your pronouns first when introducing yourself to break the ice and make others feel less awkward about self-disclosing
- Never forcing people to disclose their pronouns

Adopting gender-neutrality wherever possible limits misgendering by removing differential treatment by gender. You cannot incorrectly assume someone's gender if there are no gendered assumptions to be made!

Adopting gender-neutrality in your ensemble looks like:

- Using gender-neutral language more frequently e.g. "hello, everyone" instead of "ladies and gentlemen"
- Having the same uniforms and show makeup for everyone in a section instead of a male version and a female version
- Discussing show hair in terms of long hair and short hair instead of female show hair and male show hair
- Allowing people to choose their own uniform, show hair, and makeup if the design somehow requires male and female gendered differences
- Not assuming someone's gender based on their section or vice versa e.g. do not assume someone is in guard because they look female to you and do not assume someone in the battery will be male

Preventing Deadnaming

To "deadname" someone is to use their pre-transition or "old name." Deadnaming someone is incredibly hurtful because whether it was purposeful or not, it is a rejection of their identity and they immense amount of self-acceptance and drive it took for them to embrace themselves.

Preventing deadnaming in your ensemble looks like:

- Specifying whether you need someone's legal name or chosen name
- Only asking for someone's legal name when you have a specific reason to
- Leaving space for people to separately disclose their legal name apart from their chosen name
- Never asking someone what their deadname is without an incredibly good reason
- Never sharing someone's deadname without an incredibly good reason
- Having extra nametags or a marker around to correct nametags with no questions asked

Correcting Yourself

MISTAKES HAPPEN! Sometimes you may misgender or deadname someone by accident. You will probably feel really bad when that happens but good allyship is not making it about you. The best response after accidentally misgendering or deadnaming someone is to quickly correct yourself and carry on with the conversation. Making a big deal out of apologizing puts the person who was misgendered or deadnamed into an even more uncomfortable situation.

Accommodating Showers

Accommodating trans students in communal showers may feel challenging but you can adapt the set-up at any housing site to work. Most schools have a coach's shower or individual shower somewhere separate from the main locker room(s). If you have not already been explicitly asking for access to one, it would be a good idea to start. If the site contact asks why, you may say it is for a student with specific medical needs. You do not need to out a trans student to get them access to resources. You may need to further adapt these options to your ensemble based on whether you split minors and adult members during shower time or other circumstances. **Remember: these options allow your trans students the most privacy possible but a student may feel more comfortable with another solution. It is best practice to ask your trans students what they feel is fair and safe for them.**

Two Sets of Locker Rooms (Four Total) + Coach's/Individual Showers

- Individual showers should be set aside for use by trans students with staff and student showers designated among the four locker rooms

Two Sets of Locker Rooms (Four Total) + NO Coach's/Individual Showers

- Close staff showers early to create a designated space and time for trans students
- Example: In a 2 hour EPL one of each set of locker rooms would be open to staff for the first 45 minutes – 1 hour of EPL. Those showers would close to staff and open to the transgender members for the remainder of EPL. The second set of showers would remain open to cisgender members for the entirety of EPL.

Single Set of Locker Rooms (Two Total) + One Coach's/Individual Shower

- Provide trans members access to the individual showers for the entirety of EPL with a time division separating staff and student shower times in the locker rooms.
- Example: In a 2 hour EPL the locker rooms would be open to the staff for the first 45 minutes – 1 hour of EPL, those showers would close to staff and open to members for the second half of EPL. The trans members would coordinate how they want to divide the individual shower amongst themselves.

Single Set of Locker Rooms (Two Total) + NO Coach's/Individual Shower

- Create strict time divisions between staff, cis members, and trans members
- Example: In a 2 hour EPL the showers would be open to staff for the first 30 minutes, transition to cis members for 45 minutes, and then trans members for 30 minutes. This allows 15 minutes of buffer time until departure to ensure everyone leaves from the site.

Meeting Medical Needs

Staff who are designated to support students in meeting their medical needs get very close and personal as part of their jobs so they should be well versed in trans inclusion. There are also some special things for them to consider with trans students who use HRT, bind, or tuck as part of their transition.

Effects of HRT Relevant to performing:

- The bulk of changes on HRT occur during the first two years and it is like going through a second puberty
- Trans women or transfeminine people may:
 - Need to urinate more frequently and have a more difficult time staying hydrated due to the side effects of spironolactone (a commonly prescribed testosterone blocker)
 - Feel less strong than they have previously due to the effect of decreasing muscle mass
- Trans men or transmasculine people may:
 - Feel stronger than they have previously due to the effect of increasing muscle mass

Accessing and Using HRT:

- It can take six months to a year to find the correct hormone dose for someone so students will need to discuss with their doctor whether starting HRT close to your season or a trip is advisable or if they should wait
- It can be dangerous for students to lose access to hormones during a long trip because it would disrupt their transition
- Some students will not want others to know they are on HRT so staff who know should use discretion and only share this information when necessary
- **Students should arrive to a trip with enough HRT to get them through the whole trip**
 - Testosterone is a controlled substance which will make it impossible to get a refill out of state
 - Many states are imposing HRT restrictions and a transphobic pharmacist can question or delay a refill until you have to leave
- Staff should not interfere with the storage or administration of HRT unless the student asks for assistance
 - Students will be trained in administering their own HRT
 - Needles and syringes can be fragile so a student may want to have staff hold onto them or another safe place to put them
- The student or staff should have a hard container for safe disposal of needles if there are no sharps containers where you are staying

Binding and Performing:

- Binding is the practice of alleviating chest-related dysphoria by wearing a tight garment called a binder to flatten breasts
- Binding for longer than eight hours a day can be both uncomfortable and unsafe, particularly for horn players
- Unsafe binding can restrict breathing, tear muscles, and even break ribs
- Ideally, a student would avoid binding during the season to give themselves unrestricted movement but dysphoria may make this difficult to impossible for some
- The culture of an ensemble should be so that a trans member does not feel the need to have to bind in order to feel perceived as who they are!
- If a student must bind for their security, some safety precautions are:
 - Wearing an old/loose/sized up binder for rehearsals and bringing a tighter one for shows and free time
 - Taking a break from the binder for at least one block a day, preferably during the afternoon block or whenever the sun/heat is most prominent
 - Bringing enough binders to always have enough clean and dry binders on any trips so as to avoid rashes or friction burns
 - Taking ample breaks for stretches and water
- If a student is open to it, they may try alternatives to wearing a binder such as:
 - Binding using TransTape, KT tape, or a similar product
 - Wearing a tight sports bra with a loose shirt overtop
 - Starting off the season wearing a binder and gradually switching to another method as they become more comfortable and confident
- Binding practices may be more lenient for conductors, drum majors, front ensemble members, or others who move around less
- If a student plans to wear a tightly fitted binder to be smooth under their uniform for performances, extra safety precautions should be taken earlier in the day such as a longer break from binding
- For maximum safety, students who plan to use a binder while performing should start binding before the season begins to get used to it and learn to identify issues if something feels wrong

Tucking and Performing:

- Tucking is the practice of alleviating dysphoria related to having a penis by taking steps to minimize the appearance of having external genitals
- Like with binding, the culture of an ensemble should be so that a trans member does not feel the need to have to tuck in order to feel perceived as who they are!
- If a student must tuck for their security, similar safety precautions to wearing a binder apply such as taking as frequent breaks as possible, ensuring any garments being used to tuck are clean and dry, and taking a break earlier in the day if the student would like to tuck for a performance

Celebrating Pride

Pride month is a really important time of year for LGBTQIA+ people. It is a time of joy, love, connection, and collective resistance. If your ensemble has many camps or events during June that leaves young queer people in your ensemble missing out on celebrations which could be very meaningful to them. Integrating Pride month celebrations into your ensemble could be a way to show your trans students (and other queer students and staff) that they are supported for who they are.

Possible ways to integrate Pride celebrations include:

- Organizing to attend local Pride events as a group
- Performing in a local Pride parade or other event as an ensemble
- Having a Pride day where people are encouraged to wear Pride gear ending with an ensemble Pride celebration
- Inviting queer alumni to visit and share their experiences with students
- Celebrate queer students, staff, and alumni on social media
- Providing some sort of Pride wear such as shirts or pins
 - Selling ensemble Pride merch is a great idea but please note selling Pride merch without ensuring proceeds go towards your queer students or reputable LGBTQIA+ organization would be in poor taste

Taking Transphobia Seriously

Having good policies and practices in place will get you far but not all the way. It is difficult to ensure everyone in an ensemble will have equal knowledge, understanding, and compassion for trans community members. Transphobia, whether purposeful or not, is likely to happen at some point. Students who witness or experience transphobia should be encouraged to speak to a staff member they are comfortable with or use your ensemble's whistleblower report portal to share if they are uncomfortable directly speaking to a staff member.

Here are some things that should receive intervention:

- Someone repeatedly misgendering or deadnaming someone even after they have been corrected
- Someone enforcing uniform style, show hair, or show makeup by assigned gender at birth instead of allowing students to choose
- Someone threatening to misgender or deadname someone, even "jokingly"
- Someone using the slur "tr*nny" or gendered slurs for trans people
- Someone spreading transphobic rhetoric such as:
 - Being trans is a result of mental illness or trauma
 - Trans people are groomers
 - No one should be allowed to transition in **any** way until adulthood
 - Medically transitioning is unhealthy or harmful
- Someone denigrating or joking about a trans person's appearance
- Someone commenting on a trans person's voice, tone, or how they sound

4 – NAVIGATING HOSTILITY

Trans people in the United States are facing mounting attacks from legislators and the bigoted or ill-informed public. This has emboldened transphobes to act in ways they may have not before. Taking trips has the potential to be more difficult for your trans students and staff as their civil liberties shift with their location. This section will include rebuttals to common anti-trans talking points, more information about the types of legislative barriers you could face, and safety tips for touring.

Understanding and Debunking Transphobic Rhetoric

The most common excuse transphobic politicians use to justify their legislation is that they "want to protect children." Any reasonable adult would want better legislation to protect children and transphobes know this. Using children to justify their bigotry is how they exploit the good faith of others for their anti-trans agenda. The truth is these legislative attacks are meant to control trans people and eradicate them from the public.

Starting with anti-trans legislation is an intentional move to fortify patriarchal and Christocentric power over United States residents. By determining being trans is a deviation from "normal" it sets the tone for the government to decide what deviation is and act against people. When governmental bodies are largely well-off or wealthy cisgender, heterosexual, and abled Christian white men it is easy for them to justify anything unlike them as a deviation and legislate others into submission. Trans people are a relatively small percentage of the population that few cisgender or non-queer people know much about. Attacking trans people is the first step in opening up the ability to attack the civil rights of other marginalized groups.

Common Anti-Trans Arguments and Realities for Rebuttal

- **"Trans people are preying on youth and grooming them into being trans"**
 - This equates trans people to being pedophiles and trans identity to being some sort of sexual fetish
 - Grooming is a process of sexual abuse where someone with power over another person exploits and manipulates them into having an inappropriate sexual relationship
 - Equating trans mentorship to sexual abuse portrays trans people as dangerous to fear monger with cis parents and prevent trans youth from forming positive relationships with trans adult role models
- **"Mentally ill children are being tricked into thinking they are trans because they are unhappy/struggling"**
 - This is an ableist assumption that presumes youth who struggle with mental health challenges do not have the capability to make decisions or have bodily autonomy
 - Trans youth are more likely to experience mental illness BECAUSE of transphobia, not become trans due to mental illness!

Common Anti-Trans Arguments and Realities for Rebuttal (continued)

- **"Autistic children are being taken advantage of and misled into being trans because they do not understand gender and want to fit in"**
 - This is an ableist assumption that presumes autistic youth do not have the personhood required to form self-identity or capability to have bodily autonomy
 - Autistic people actually are more likely to be trans but this is because autistic people are often more comfortable breaking social norms and questioning rules or hierarchies sooner (including relating to gender)
- **"Biology is hard fact and cannot be changed so trans identities are unnatural"**
 - Biology is far more complex than the basics we are taught in elementary school and the argument of "biology" is often made by non-scientists as an invalidation of trans people
 - The biology of sex and chromosomes involves numerous aspects that deviate far from the gender binary
 - The endocrine system can be regulated through medications for trans AND cis people
 - The "science argument" is irrelevant in the end because gender is a construct so people have the ability to arrive at how they align with gender on their own terms regardless of their sex characteristics present at birth
- **"Transitioning does irreparable damage to your body and mutilates you"**
 - The effects of HRT are reversible to some degree by stopping the medications required for it
 - Gender-affirming surgeries are irreversible but do not differ from similar procedures easily available to cisgender people
 - Example: mastectomies are done on cisgender men who have a condition known as gynecomastia and this is not materially different from when trans men have top surgery
 - The practices used for transgender medical care are widely regarded as safe practices and follow guidelines as outlined by the World Professional Association for Transgender Health (WPATH) Standards of Care

Important Statistics to Remember:

- Trans youth who are provided gender-affirming care are **60% less likely to experience depression** and **73% less likely to experience suicidality** (Tordoff et al., 2022). Gender affirming care saves lives!
- A survey of almost 28 000 trans people found that **only 8% detransitioned** (reverted to living as their assigned gender at birth) at some point in their lives. **62% of this 8% detransitioned due to external factors** such as societal, financial, or family pressures and **transitioned again later once they were able to** (James et al., 2016).

Legislative Barriers

Transgender people are facing legislative attack on multiple fronts. Even bills that may not seem targeted at trans people have anti-trans implications. This subsection will explain the broad categories of legislative barriers and how they could affect trans students and staff. It is important to remember that legislation is not permanent so things may shift during over time as bills pass, fail, and get amended. The best practice would be for someone on staff to keep tabs on trans legislation news so the ensemble can adequately prepare. Feel out situations to the best of your ability but remember it is always better to take too many precautions than too few.

Drag Restrictions and Bans

- Goals
 - Limit gender expression so trans people who are visibly trans can be criminalized under the guise of being arrested for performing drag in public
- Ramifications
 - While not incredibly likely, bigots may interpret certain uniforms or show makeup as drag, particularly if male members are in flowing "feminine" outfits or have visible show makeup
 - Bigots may accuse visibly trans people, particularly trans women, of performing drag in public

Gender-Affirming Care Restrictions and Bans

- Goals
 - Limit the ability of trans people to receive medical care, particularly the ability to medically transition
- Ramifications
 - It could become impossible for trans women or transfeminine people to refill their HRT prescriptions in certain states even though estrogen and "female" HRT hormones are not controlled substances (unlike testosterone)
 - Trans people accessing healthcare in certain states may be deadnamed and misgendered while receiving any sort of care
 - Trans people, most likely youth depending on the state, who must be hospitalized may be forcibly detransitioned during their stay

Education Bans

- Goals
 - Limit children's access to information on queer, including trans, topics to prevent them from developing empathy for others or critically thinking about their own identities

Education Bans (continued)

- Ramifications
 - Scholastic ensembles or ensembles being housed in a school may face hostility or consequences if they display any sort of queer pride related materials
 - Scholastic ensembles or ensembles being housed in a school may face hostility or consequences if anyone external to the ensemble hears a presentation or any sort of confirmation that the ensemble supports and affirms trans or queer people
 - Scholastic ensembles or ensembles being housed in a school may face hostility or consequences if someone external to the ensemble sees any signage or other materials that may relate to anything trans e.g. a sign designating trans showers

Defining Trans People Out of the Law

- Goals
 - Legally limit gender to the equivalent of sex assigned at birth so trans people cannot obtain correctly-gendered documentation, play on gendered sports teams, access gendered public bathrooms, etc.
- Ramifications
 - Visibly trans people not have their updated documentation recognized
 - Visibly trans people may be unable to safely use a public bathroom or gendered locker room without being harassed, assaulted, or criminalized
 - Sports-related restrictions should not affect gender-inclusive ensembles because they are considered co-ed but single gender ensembles may want to give keep up with gendered sports related news to be safe

Safety Considerations

At Housing Sites

- If you must label showers, determine an alternative label to avoid posting "trans showers" e.g. auxiliary showers
- Shower schedules made to accommodate trans members should only be shared in internal methods of communication, not posted where others could see it
- Consider closing rehearsal to the public if you have serious concerns about others creating a harmful environment for the ensemble
- Limit contact between students and housing site staff as much as possible
- Consider asking students to remove visible pride/queer identifiers in extreme situations if you have serious concerns about being in a hostile environment

Out in Public (Free Time)

- If you are travelling through multiple states, try to schedule free time in states that are less hostile to trans people if possible
- Require students to travel in groups
- Require students to go to the bathroom in pairs or groups
- Brief students on the importance of prioritizing safety and leaving a harmful situation instead of escalating if they can avoid it
- Consider asking students to remove visible pride/queer identifiers in extreme situations if you have serious concerns about being in a hostile environment

When Accessing Medical Care

- Unless it is an emergency situation where this would be impossible, discuss the state's situation with the trans student before entering the appointment/clinic to strategize for receiving the best care possible
- Affirm trans students receiving medical care that even if they are deadnamed and misgendered in their appointment, you know who they really are and they will continue to be seen and supported despite what happens in the appointment
- Let trans students know that even if they are over 18 they can ask a staff member to come with them for advocacy assistance if they are concerned about their safety
- If you are travelling and it is not an urgent medical issue, consider waiting to attend to it if you are soon to enter a less hostile state
- Consider asking students to remove visible pride/queer identifiers in extreme situations if you have serious concerns about being in a hostile environment

5 – RESOURCES

Helplines

- The Trevor Project
 - A 24/7 support line that any LGBTQIA+ youth may call, text, or message online for support from a trained counsellor
 - 1-866-488-7386
 - Text START to 678-678
 - thetrevorproject.org
- Trans Lifeline
 - A 24/7 peer support line run by and for trans people of all ages that can be called for support from a trans peer
 - Canada (877) 330-6366
 - US (877) 565-8860
 - translifeline.org

Organizations

- National Center for Transgender Equality (NCTE)
 - A national organization founded by trans activists who work towards policy changes that support transgender people in the United States. NCTE offers a robust array of information and resources on trans issues on their website.
 - ncte@transequality.org
 - transequality.org
- Marching Arts Access, Safety & Inclusion Network (MAASIN)
 - A collective of community members dedicated to addressing safety, accessibility, inclusivity, and equity in the marching arts including DCI, DCA, WGI and scholastic ensembles. MAASIN has a large LGBTQ+ committee with many trans members who are eager to support ensembles in supporting trans people. MAASIN also offers workshops and downloadable resources on trans inclusion.
 - info@maasin.net
 - maasin.net/lgbtqia

Other

- Erin Reed
 - Independent journalist who has been tracking and analyzing anti-trans legislature and news in the United States.
 - erininthemorning.com
 - Erin also frequently livetweets news at [@ErinInTheMorn](https://twitter.com/ErinInTheMorn)
- Tordoff et al. study: Mental Health Outcomes in Transgender and Nonbinary Youths Receiving Gender-Affirming Care
 - [doi:10.1001/jamanetworkopen.2022.0978](https://doi.org/10.1001/jamanetworkopen.2022.0978)
- James et al. report: The Report of the 2015 US Transgender Survey
 - <https://transequality.org/sites/default/files/docs/usts/USTS-Full-Report-Dec17.pdf>