

 UNIVERSITY OF MINNESOTA | EXTENSION 

Rural LGBTQ Equity and Inclusion

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 HE/HIM/HIS
 UNIVERSITY OF MINNESOTA-EXTENSION, YOUTH DEVELOPMENT

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VISION

Every young person has enormous potential to blossom and develop, and their learning is essential to their later successes.
 (Adapted from Head Start)





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GROUNDING ASSUMPTIONS

The work of E & D is about creating community, which involves building trust through careful listening, respectful disagreement, and taking risks.

- We want to create safe spaces.
- We value the work.
- We respect confidentiality: pay attention to what is yours to share, and what is not.
- We are all doing the best we can.
- Growth and learning can be uncomfortable.
- We need to practice self awareness.
- There are no quick fixes.

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Roadmap
 Social Constructions
 What's in a name?
 Current Environment
 Scenarios
 Considerations

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Social Constructions
 Sex vs. Gender
 All the letters
 Pronouns

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SEXISM/GENDERISM

Sex Identity

- Identified via: genitalia, chromosomes, reproductive organs, hormones, & secondary sex characteristics
- Socially constructed on the basis of physical criteria
- Defined at birth by medical professional
- Legalized in U. S.
- Externally identified
- Terms: male, female, intersex, transsexual

Gender Identity

- Internal sense of one's gender
- Invisible
- Socially constructed
- Terms: man, woman, boy, girl, gender queer, two-spirit, transgender, trans*, cisgender, etc.

Sexual Orientation

- Intimate, sexual, emotional, romantic, etc.
- Behavior, attraction, identity (may not align)
- Internally identified
- Terms: bisexual, gay, lesbian, heterosexual, omni/pansexual, same-gender-loving, asexual, questioning, queer, fluid, etc.
- Quantified in terms of gender and/or sex id

Gender Expression

- People's behaviors that convey or that others interpret as meaning something about their gender id.
- Expressed via: behavior, clothing, hairstyles, body characteristics, hobbies, etc.
- Externally identified
- May or may not align with gender identity.
- Terms: butch, femme, masculine, feminine, aggressive, androgynous, masoch, queen, gender non-conforming, etc.

Male/Female Stereotypes

PENIS	no penis
XY	xx
TALL	short
HAIR	no hair
NO BREASTS	breasts
MUSCLE	fat
STOIC	emotional
FOOTBALL	cheerleader
DR.	nurse
TOUGH	sweet

SEXOPHOBIA (left side)
TRANSPHOBIA (right side)

HETEROSEXISM/MONOSEXISM/HOMOPHOBIA / BIPHOBIA (bottom)

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How do you cope with the negative labels?
How have you reclaimed them?



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Current Environment




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Effects of Victimization

LGBTQ+ Students who experienced higher levels of victimization because of sexual orientation:

- Were more likely to have missed school in the past month (63.3% vs. 23.1%)
- Had lower GPA's (3.0 vs. 3.3)
- Nearly 2x as likely to report no post secondary plans (9.5% vs. 5%)
- More likely to have been disciplined at school (54.1% vs. 30.3%)

Source: HRC 2017 Report



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Effects of Victimization

- LGB youth seriously contemplate suicide at almost three times the rate of heterosexual youth.
- LGB youth are almost five times as likely to have attempted suicide. (The Trevor Project)
- In a national study, 40% of transgender adults reported having made a suicide attempt. 92% of these individuals reported having attempted suicide before the age of 25. (Haas, et.al., 2014)



Effects of Victimization

- LGB youth who come from highly rejecting families are 8.4 times as likely to have attempted suicide as LGB peers who reported no or low levels of family rejection. (The Trevor Project)
- Each episode of LGBT victimization, such as physical or verbal harassment or abuse, increases the likelihood of self-harming behavior by 2.5 times on average. (The Trevor Project)



Anti-LGBTQ harassment and discrimination negatively affect educational outcomes and mental health.



LEARN MORE: glsen.org/mn
GLSEN's 2015 National School Climate Survey



School-based supports improve school climates for LGBTQ students.

Supportive Student Clubs	Supportive Educators
Comprehensive Anti-bullying Policies	LGBT-inclusive Curriculum

LEARN MORE: bit.ly/1989888
GLSEN's 2015 National School Climate Survey

GLSEN

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4 in 10 LGBTQ youth (42%) say the community in which they live is not accepting of LGBTQ people.

42%

www.hrc.org/youth

#LGBTYOUTH

HUMAN RIGHTS CAMPAIGN

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92% of LGBTQ youth say they hear negative messages about being LGBTQ. The top sources are school, the Internet and their peers.

92%

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68% of LGBT youth say they hear NEGATIVE messages about being LGBT from elected leaders.

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26% of LGBT youth say their biggest problems are not feeling accepted by their family, trouble at school/bullying, and a fear to be out/open. 22% of non-LGBT youth say their biggest problems are trouble with class, exams and grades.

www.hrc.org/youth #LGBTYOUTH

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LGBT youth out to their immediate families are more likely to report being happy than those who are not out.

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Rural LGBTQ+ Population

- Between 2.9 and 3.8 million LGBTQ+, or 10-15% of the total US LGBTQ+ population reside in rural communities. (MAP, 2019)
- 7% of millennials identify as part of the LGBTQ+ community. (Jones and Cox, 2015)

Rural LGBTQ+ Youth

- For LGBT youth, schools in rural communities the most unsafe. (Kosciw, et.al., 2009)
- Lack of supportive programs
- Lack of other “out” LGBTQ people (Palmer, et al., 2012)
- Lack of inclusive sexuality education (Ela and Eliason, 2010)
- Intolerance from community members and institutions higher than urban (Kosciw, et.al., 2009; Herek, 2002)
- Highest instances of victimization
- Half as likely to have a GSA (Palmer, et al., 2012)

Rural LGBTQ+ Youth

27% of rural students reported having a GSA at school, compared to 55% of suburban students and 53% of urban students. (GLSEN)

Those with access to supports report: (Palmer, et.al., 2012)

- Lower levels of victimization
- Higher levels of belonging and self-esteem
- Lower levels of depression







Additional Considerations

- Potential Biases
- What needs to happen to maintain equity and inclusion?
- What communication strategies should be utilized?
- How can this inform the organization?

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Rural Insights

- Connect the dots
- Education
- Meet them where they're at
- Language
- Best practices, not always policy

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Considerations

- Personal Bias
- Different experiences
- Varying degrees of "outness"
- Using similar language
- Appropriate language for children

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Effective Inclusion

- Staff and volunteers comfortable talking about diverse families
- Provide opportunities for education/staff development
- Develop new materials, adjust existing materials
- Establish partnerships with LGBTQ groups
- Host a recruitment activity at an LGBTQ event or venue.
- Model behavior and language/Safety Signals
- Depict a diverse range of families
- Inclusive policies

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Reflection

What did you learn or affirm today? Other feelings or reactions.

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