

The Pennsylvania State University
The Graduate School
Department of Agriculture, Economics, Sociology and Education

AG KIDS AREN'T GAY

The LGBTQ+ Youth Climate in Pennsylvania 4-H.

Assessing the need for LGBTQ+ Youth Professional Development with 4-H
Educators and Adult Volunteers

Culminating Project including curriculum piece in
Agricultural Extension and Education

by

Mya R. Swires

Submitted in Partial Fulfillment
of the Requirements
for the Degree of

Masters of Education

April 2018

The project of Mya R. Swires was reviewed and approved* by the following:

Mark A. Brennan
Professor of Agricultural and Extension Education
Project Advisor

Nicole S. Webster
Associate professor of Agricultural and Extension Education

Margaret A. Lorah
Affiliate Assistant Professor of Women's Studies

*Signatures of approval on file at the Graduate School

TABLE OF CONTENTS

LIST OF TABLES.....	iv
CHAPTER I: Introduction.....	1
CHAPTER II: Literature review.....	8
CHAPTER III Methods and process.....	17
CHAPTER IV Surveys and interviews.....	24
CHAPTER V Curriculum Training Guide.....	34
CHAPTER VI Curriculum	59
REFERENCES.....	80
APPENDIX A: Sample of survey questions.....	89
APPENDIX B: Sample of interview questions.....	90

LIST OF TABLES

Table 4-1 Demographic Survey results.....	25
Table 4-2 Comment Survey results.....	26

ACKNOWLEDGEMENTS

The inspiration of a tremendous advisor, committee, colleagues and family have led me to this project. I will be forever grateful to Dr. Mark Brennan for his guidance and never ending patience and support. The simplicity of a few words, “you’re doing good work,” often served as just enough of a reminder that what I was attempting had meaning. I stand in admiration of all you do and have accomplished and yet you still manage to meet, respond to emails and provide mentorship so many. Dr. Brennan, thank you.

A special note of thank s to my committee members Dr. Nicole Webster and Dr. Peggy Lorah. You are two of the strongest, most engaging women I have ever met and I am so incredibly appreciative of the guidance you have offered me over the course of my years at Penn State. I have learned to approach all things fiercely and yet with gentleness and grace because of you.

My family and friends are my lifeline and to them, I am indebted. Chad, my dear husband, you never waver and your love is the foundation for all of this. Eli, Meredith and Evan than you for being patient with Mommy and offering the best medicine there is for research project syndrome, hugs and kisses. And to my chicher, thank you for your willingness to listen and edit and offer perspective.

Lastly to a few friends who served as the catalyst for what is written below. Michael, you are truly the embodiment of love. Thank you for sharing your experiences with me and providing me with a “why.”

CHAPTER I

INTRODUCTION AND PROBLEM STATEMENT

Lesbian, gay, bisexual, transgender, queer/questioning and others or LGBTQ+ youth professional development is needed to provide an inclusive 4-H youth development program. Research suggests that LGBTQ+ youth are at-risk and in need of positive youth development just like their heterosexual counterparts (Healthy Teen Network, 2006). According to the Centers for Disease Control and Prevention, “Some LGBTQ+ youth are more likely than their heterosexual peers to experience negative health and life outcomes” (2017; p.1).

According to Love (2018) “For youth to thrive in schools and communities, they need to feel socially, emotionally, and physically safe and supported” (Love, 2018, p.1). Quinn (1999) also explains that supportive families, as well as curricular and extracurricular structures, are needed for positive development. She states that youth need safe spaces to grow and learn. Positive relationships with family and community promote healthy youth development (Lerner, Dowling & Anderson, 2003).

This population of youth, however, has non-traditional needs and unique risk factors (Steinke, et al., 2016). LGBTQ+ youth are in need of support for issues such as the resurgence of HIV, suicide prevention, the coming-out process, and the fluidity of identity, to name a few (American Psychological Association, 2002). Homelessness is the largest risk factor facing LGBTQ youth, in fact, 40% of homeless youth identify as LGBTQ+ (True Colors Fund, 2018). Research conducted by Planned Parenthood Federation of America (PPFA) and the Human Rights Campaign (HRC) Foundation

showed that LGBTQ youth have a limited number of trusted adults they feel comfortable talking with about sexual health, so they frequently seek information online or from peers and end up misinformed. A study in the *Journal of Adolescent Health* specifically states that LGBTQ+ youth seek out online information because of feeling of isolations and the lack of a supportive community (Eisenberg et al., 2016)

Youth development programs place their emphasis on supporting the normal socialization and healthy development of young people (Quinn, 1999). Quinn states, “if the entire spectrum of youth services can be thought of as a continuum, youth development services would be at one end and social control or incarceration would be at the other. The focus is on promoting normal development; providing environments and relationships that nurture and challenge young people; building their competencies; and treating them as resources” (1999; p. 98). The interpersonal relationships and connections that youth development organizations offer have been found to be more helpful than the programs that focus solely on risk behaviors (Steinke, Root-Bowman, Estabrook, Levine, & Kantor, 2016).

According to the U.S. Census Bureau, youth ages 10-19 make up 13% of the population in the United States. This equates to 41,731,233 youth, of which over two million reside in the Commonwealth of Pennsylvania. The exact number of youth who identify as lesbian, gay, bisexual, transgender, questioning, or other is unknown. It is estimated though that LGBTQ+ youth make up about 7% of the population (Williams institute at UCLA Law, 2012). Statistics from another study done by the Williams Institute at UCLA Law state that 3.8% of the adult population in the United States is LGBTQ+ and 27% of them are raising children (2018). GLAAD reports that 20% of

millennials identify as LGBTQ+. The youth population is diverse, including those who identify as LGBTQ+ and those who are part of LGBTQ+ families or other relationships.

The 2000 census reported that same-sex couples are in 99% of U.S. counties. The Census also listed the states with the most same sex couple households with Pennsylvania ranking sixth. By 2010, these numbers increased significantly, with 646,464 gay couples reported. This represented an 80% increase from the 2000 census (NPR, 2011).

Gates, a researcher who has studied the LGBTQ+ population extensively, states in a 2011 NPR interview that, “We learn that there are same-sex couples virtually everywhere in the United States, and we learn that many of these couples look quite a bit like their different-sex counterparts. Perhaps almost one in five of them are raising children. Many of them live outside of some of the urban areas that people normally associate with the gay and lesbian population. (NPR, 2011).

4-H’s Role

4-H, a youth development organization serving nearly six million youth, is uniquely positioned to serve LGBTQ+ youth and their families. The national organization states that, “4-H is one of the world’s largest youth organizations. It is a community of 100 public universities, reaches kids from urban neighborhoods to suburban schoolyards to rural farming communities. A network of 500,000 volunteers and 3,500 4-H professionals that provides caring and supportive mentoring to all six million youth members” (2018; p. 1). It is the only youth organization in the U.S. supported and linked to land-grant institutions that have been designated by their state legislature.

According to the Association of Public and Land-Grant Universities (2018), the original mission of a land-grant institution was to teach agriculture, military tactics, and

the mechanical arts, as well as classical studies, so members of the working classes could obtain a liberal, practical education. 4-H supplies research-based curriculum, trainings, and programming designed by the experts at those institutions and provides programming for youth ages five to 18.

Currently, no programs addressing LGBTQ+ youth exist in Pennsylvania 4-H. 4-H programs though in other states are beginning to address LGBTQ+ youth issues and policies. University of Minnesota Extension has resources posted on their website and discusses research concerning the need for safe spaces and inclusive learning environments (2018; p. 1). Oregon has an extension webpage dedicated to resources and information offering guidance and stressing the importance of inclusiveness, LGBTQ+ health and wellness as well as information from the leading national LGBTQ+ organization in crisis intervention and suicide prevention, the Trevor Project (2017).

On a larger scale a Global 4-H Network Summit was held in 2017 where a session focused on LGBTQ+ youth and 4-H. Dr. Jeff Howard commented at the summit that the “myth that there are no members of the LGBTQ+ community in the Ag sector is absolutely false” (Global 4-H network. Com, 2018). Curriculum, trainings and resources are available through numerous community organizations and LGBTQ+ advocacy groups.

There are nearly 6,000 adult volunteers and over 80 educators in the Pennsylvania 4-H program, serving 91,883 youth (PA 4-H involvement FACTS, 2017). Penn State extension and Pennsylvania 4-H have not acknowledged the lack of information or training. Educators and volunteers have not been given the tools to support a portion, potentially at least 6,555 of the youth they serve.

KEY OBJECTIVES

The following objectives were used to frame and guide the project:

1. Determine the demographic profile of the Pennsylvania 4-H educator/volunteer
2. Determine the LGBTQ+ knowledge of Pennsylvania 4-H educators/volunteers
3. Determine the Pennsylvania 4-H LGBTQ+ climate
 - a. Demographical Influences
 - b. Knowledge and Usage of Terminology
 - c. Influence of Experiences
4. Determine the need for 4-H LGBTQ+ professional development
5. Provide curriculum and curriculum guides for educators

It is important to look at the demographics of the sample population to determine if there are demographical influences when exploring the climate of the Pennsylvania 4-H. Demographics will examine commonalities and correlations between variables. Knowing the characteristics of the sampling allows for the analysis of the survey data to be narrowed and to determine who exactly the adults creating the 4-H LGBTQ+ youth environment in 4-H are.

Respondent knowledge of LGBTQ+ terminology will allow for insight into whether specific language is known and is being used. Vocabulary is essential to understand LGBTQ+ issues and it provides the community with a sense of connection (thesafezoneproject.com, 2017).

Social constructivism will be used to seek understanding (Creswell, p.20, 2007) of the Pennsylvania 4-H LGBTQ+ climate when noting responses. Participant experiences will

be particularly useful in gauging why respondents feel and or/acts in a certain way. Open ended questions provided an opportunity for participants to share information based upon personal experiences. This provides real-life examples of happenings in Pennsylvania 4-H culture. These responses offer detail, meaning and richness to the findings relying on world views.

OUTLINE OF PROJECT

This purpose of this project is to explore the adult volunteer and staff perception of the LGBTQ+ youth climate in Pennsylvania 4-H and to determine if there is a need for LGBTQ+ professional development. Surveys and interviews will be conducted with 4-H alumni, staff, administration, and volunteers to provide a baseline for knowledge and awareness. An exploration into demographics and personal experiences through a survey and formal interviews will provide an increased understanding of the 4-H LGBTQ+ youth climate. The research will add vital knowledge to the 4-H program and the field of extension education. Based on this research, this project will provide Pennsylvania 4-H with LGBTQ+ youth development curriculum, tools, and resources.

The chapters that follow will present a variety of research relating to the needs of LGBTQ+ youth and the role youth development organizations play in supporting those needs. This project will include six chapters. Chapter two is an overview of the research regarding the risks and needs for LGBTQ+ youth and will discuss theories and practices shown to be beneficial for youth organizations serving the LGBTQ+ youth population. This review will discuss concepts relevant to the well-being of LGBTQ+ youth regarding life at home, school and in the community. Chapter three will consist of the survey and interview framework, methods, and process used to explore the current climate of the

Pennsylvania 4-H program. Chapter four will explore and analyze the survey and interview responses and information gathered on demographics. Additionally, it will assess the participant knowledge of LGBTQ+ terminology and concepts, examining experiences and perceptions and will discuss them in relationship to the youth development literature defined in chapter two. Chapter five will provide a composite look at the findings and general conclusions. The final chapter will supply a curriculum piece that can be used comprehensively or in parts, including tip sheets, activities and resources.

CHAPTER II

REVIEW OF LITERATURE

INTRODUCTION

Little to no research, can be found regarding LGBTQ+ youth in relationship to youth serving organizations, specifically 4-H. Will Fellow's work in a 1996 book entitled, "*Farm Boys: lives of gay men from the rural midwest*" is relatively all that can be found describing the experiences and life stories of LGBTQ+ youth in agriculture.

The key objectives in this project have not been explored in the past. The Pennsylvania 4-H program does collect some demographic information in regard to their volunteers, but not their staff. The 2016/2017 data states that there are 5,011 female and 1,027 male volunteers (PA 4-H facts, 2016/2017). These individuals live in diverse locations such as 2,382 on farms, 2,314 in towns (under 10,000 in population), 451 in towns where the population is 10,000 to 50,000, 138 in suburbs and 85 in cities (PA 4-H facts, 2016/2017).

The literature that is provided, however, focuses on the challenges that all LGBTQ+ youth encounter. There are statistics and discussions on the LGBTQ+ youths' populations when it comes to a variety of at risk behaviors (sexual, drug, alcohol etc.) and the support needs (accurate information, inclusive environments and connectedness). Because of these risks and needs, much of the research suggests that youth development

programs provide support for the LGBTQ+ youth population (Youth.GOV, 2018; Pacey, 2015; HHS, 2018).

The research and information reviewed provides a foundation showing need, rather than a gap in the research that is already apparent. The need addressed in this chapter is for youth organizations, specifically Pennsylvania 4-H, to be trained to support the LGBTQ+ youth community and provide inclusivity.

Recent research published in the Washington Post (2017) however states that the averages cited below from even peer reviewed studies may be skewed. The survey refers to the uniqueness of the LGBTQ+ population and acknowledges numerous sources published by the American Educational Research Association. Additionally, Child Trends (2018), a non-profit research organization, has cited similar issues and discrepancies and are working currently to develop better means to research the LGBTQ+ youth population. This only widens the research gap and further acknowledges the need for more study regarding the LGBTQ+ youth population.

LGBTQ+ YOUTH AT RISK

Bullying

“At risk” is used often in regards to describing youth behavior. For the purpose of this project “at risk” is defined as behaviors that potentially expose youth to harm and may prevent them from success. According to data from Youth Risk Behavior Surveys (YRBS) conducted during 2001–2009 in seven states and six large urban school districts, a range of 12% to 28% of LGB students (across the sites) were threatened or injured with a weapon on school property (CDC, 2015). It has been reported that nearly 30% of LGBTQ+ students surveyed in 2011, had missed at least one full day of school in the

month before the survey because they felt uncomfortable and/or unsafe (CWLA & Lambda Legal, 2012). CDC research tells us that the exposure to harassment, violence, and bullying, affects the mental, physical and behavioral health and the education of youth (CDC, 2015; Earnshaw, et al., 2016). Even students who are simply perceived as LGBTQ+ commonly experience bullying (Evans & Chapman, 2014).

The CDC (2015) surveyed over 15,000 high school students in grades 9 through 12. This study shows the rates at which LGB youth reported health risks, including physical and sexual violence and bullying, as compared to students who do not identify as heterosexual. The study found significant differences. Being bullied at school: 34% LGB vs. 19% heterosexual; being bullied online: 28% LGB vs. 14% heterosexual (CDC, 2015).

School Climate (creating safe and affirming schools for all) in Pennsylvania specifically is monitored by two organizations, one national and one state related. The first being, the leading national education organization, GLSEN (Gay, Lesbian, and Straight Education Network). The second, is known as Equality Pennsylvania.

In 2009, a survey done by GLSEN was conducted and a brief was released in 2011 stating that Pennsylvania secondary schools were not safe for many LGBT youth. GLSEN cited examples such as harassment, hostile environments and the use of biased language (2011). GLSEN also reported that students do not have access to resources and were not protected by bullying/harassment policies (2011). Equality Pennsylvania reports that 8 in 10 students have experienced harassment in the last year. A feeling of being unsafe and missing school was also reported (Equality Pennsylvania, 2018).

The GLSEN brief (2011) showed that the majority of youth surveyed had experienced sexist remarks in a negative way. Twenty-five percent of students heard

school staff regularly make homophobic remarks. Overall nine in ten students experienced harassments because of sexual orientation. Many experienced physical harassment, and one in five were physically assaulted. Others reported being excluded, left out, and cyber bullied. Victims of bullying are also at a higher risk for psychosomatic issues, such as; headaches, vomiting, bedwetting, skin issues and event sleep problems (Gini & Pozzoli; 2009).

Numerous states have debated or enacted legislation related to LGBTQ+ youth mental health (Russell & Fish, 2016). Russel & Fish (2016) cite an example of this, “at one extreme, the Tennessee legislature failed to pass the ‘Don’t Say Gay’ bill, which would have made it illegal for teachers to discuss homosexuality with students; at the other, the ‘Mental Health Services for At-Risk Youth’ bill in California allows youth ages 12 to 17 to consent to mental health treatment without parental permission.” (pg. 476). According to the ACLU the U.S. constitution requires public schools to address LGBTQ+ harassment (2018). State laws vary though. Twenty states address harassment and bullying in regard to LGBTQ+ youth (Human Rights Campaign, 2018). Currently, Pennsylvania does not have laws that protect from harassment, bullying or hate crimes based sexual or gender identity (Human Rights Campaign, 2015).

Stress, Anxiety and Depression

Mental health issues are also prevalent in the LGBTQ+ youth population. Issues such as post-traumatic stress disorder, depression, and anxiety are prevalent (National Alliance of Mental Illness, 2018). We know that stress affects everyone and can even create changes in the brain when it comes to youth (Carrion, Weems & Reiss, 2007). Stressors can come from many directions, but LGBTQ+ youth are more apt to be exposed to family dynamic stressors. D’Augelli (2005) writes “that when the sexual identity of a gay, lesbian or bisexual youth is made known to the youth’s family the family changes” (pg. 118). LGBTQ+ youth fall into the “Minority Stress theory,” meaning that LGBTQ+ populations experience specific, chronic stressors related to their identities, including victimization, prejudice, and discrimination. These experiences occur in addition to everyday stressors and disproportionately compromise the mental health of LGBT people (Meyer, 2003). A reason that these stressors are so high may be related to the earlier coming out age of LGBTQ+ youth during developmental stages regarding self – consciousness and conformity (Meyer, 2003).

Parents play a significant role in the amount of stressors placed on LGBTQ+ youth within the family (Steinke et al., 2009). In a 2005 survey, referenced by D’Augelli, conducted in 2001 by Savin-Williams, where participants discussed a wide variety of parental responses, though the majority stated that disclosure caused “considerable family disruption.” (pg. 120). Parent reactions are typically negative; in fact, half of all teens report a poor reaction (one in four thrown out of their homes) from their parents during the coming out process (True Colors Fund, 2018).

Peer relationships and the nature of the individual’s community also factors into LGBTQ+ youth health. D’Augelli (2005) points out that “most victimization is caused

by peers who are acquaintances or strangers and that few adolescents are educated in regards to the LGBT+ community and know of only myths and stereotypes” (pg. 127). Russell & Fish (2016) feel so strongly regarding LGBTQ+ mental health issues that they point out how alarming it is that there are so few empirically supported approaches for working with LGBT youth. Relationships of LGBTQ+ youth and their families to their social networks then play a significant role in a youth’s well-being (Gini & Pozzoli, 2013).

Suicide

Lastly, suicide is one of the major factors associated with the LGBTQ+ risk. In fact, there have been reports of elevated suicidal risks for over four decades (Hass, et al., 2010). The 2015 PA youth suicide prevention initiative states, “Suicide is the second leading cause of death among youth ages ten to 24 years of age. Suicide takes the lives of over 1300 Pennsylvanians per year. LGB and questioning youth are four times more likely to attempt suicide than their straight peers” (The Trevor Project, 2015). In another study, according to the CDC (2015), a nationally representative study of adolescents in grades seven through twelve found that lesbian, gay, and bisexual youth were more than twice as likely to have attempted suicide as their heterosexual peers. Other studies claim the statistic is even higher at two to seven times more likely (Hass, et al., 2010; Russell & Joyner, 2001).

Suicide instances are found beyond the school setting as well. According to a survey done by the Human Rights Campaign (2015), four in ten (42%) LGBT youth say the community in which they live is not accepting of LGBT people. The CDC (2015) quotes another study where 55 transgender youth were surveyed, and 25% reported

suicide attempts. Circumstances are varied, though, and indirect issues are also present. Students may be transitioning into a two-mom or two-dad family. Students may be experiencing a family member or friend “coming out.”

LGBTQ+ YOUTH NEEDS

LGBTQ+ youth have specific needs to promote their health, well-being and development. These needs being accurate information, strong relationships and connections with family, non-parent adults, peers and supportive validating communities and institutions (Sadowski, Chow & Scanlon, 2009; Steinke et al., 2016). The U.S. Department of Health & Human Services (HHS) (2018) focused on research looking at human services for low-income and at-risk LGBT populations from 2012-2015. The HHS conducted a needs assessment presenting methodology and framework and determined future areas in need of research. They found, generally, that the LGBTQ+ youth populations and the population as a whole are need of tailored human services.

Numerous studies recommend that youth service organizations to develop programs geared to LGBTQ+ youth positive development. The LGBTQ+ youth population consistently responds that they want to feel included, to have a connection to caring adults, and peers and to be part of the community (Youth.GOV, 2018; Pacey, 2015; HHS, 2018). The HHS also found that LGBT youth may experience barriers to social services due to lack of provider expertise in serving the LGBTQ+ population and a lack of LGBT+ specific resources or information and discrimination. HHS made numerous recommendations, including the need to understand service organization barriers such as access and delivery.

In a small study, consisting of 34 interviews, of gender and sexual minority (GSM) youth, youth from small communities and between 14 and 18 years old, the perceived needs of LGBTQ+ youth were sought. This was done, so that resources could then be adapted to provide positive youth development (Paceley, 2015). It was found that LGBTQ youth are primarily seeking inclusion, social acceptance and visibility, emotional support and safety and identity development (Paceley, 2015).

Visible signs, things that are tangible, such as flags, banners, and even gatherings were all requested to lead to a sense of acceptance. Mental and emotional health services made the list of needs, as well as having counselors, educators, safe spaces, and leaders trained to discuss and handle GSM issues (Paceley, 2015).

Sixty-six gender minority youth between the ages of 14 and 19 were surveyed to understand what labels youth use to describe themselves and why they choose the ones they do (Eisenberg, et al., 2017). Participants commented about the usage of labels and once again, the importance of society using chosen terms for sake of inclusivity. The authors concluded that researchers should be cognizant of terminology when asking questions. It's also suggested that health care and youth professionals be aware of different labels and meanings to provide a sense of belonging (Steinke et al., 2016). The CDC has made recommendations specifically stating that youth-serving organizations and agencies can help with access to education and information that can assist LGB youth. They provide an extensive list of resources available for educators, school administrators, parents and families, ranging from support guides, activities, LGBTQ+ websites and fact sheets (CDC, 2018).

The GLSEN (2009) brief recommended that those obligated to provide safe learning environments for students: “implement comprehensive school bullying/harassment policies, support Gay-Straight Alliances, provide training for school staff to better respond to LGBT harassment in school and increase student access to LGBT-inclusive curricular resources” (2009, pg. 2).

CONCLUSION

It is important to provide for the needs of the LGBTQ+ youth population. Youth development and youth service organizations are uniquely positioned to provide LGBTQ+ youth with trained professionals and supportive programming and services. These organizations can shape the lives and well-being of LGBTQ+ by creating an inclusive community.

Understanding the research regarding the youth they are serving provides tools to overcome obstacles and misconceptions. Obstacles must be considered, particularly when creating and administering programming. Service organizations must be aware of demographics and family, peer and community relationships

The literature clearly shows that LGBTQ+ youth are “at risk” youth, with special social, interpersonal and developmental needs. The literature also states that service organizations are positioned to address these needs and provide safe, educational and inclusive experiences for LGBTQ youth.

CHAPTER III

METHODOLOGY

Procedures of the Project

This chapter will provide an overview of the procedures used in this project including: the purpose of the project, research design, survey, population and sample, interviews, and observations.

PURPOSE AND RESEARCH DESIGN

This project was designed to provide an understanding of the Pennsylvania 4-H LGBTQ+ climate. To explore this issue, and to determine if professional development tools are needed, the following process was used.

This was a mixed methods project of sorts (quantitative and qualitative techniques) consisting of informal surveys and semi-structured interviews. This was a naturalistic approach to provide findings from a “real world setting” (Patton, 2001, p. 39). This method was used to provide an in-depth look at 4-H staff and volunteer perceptions of the LGBTQ+ climate in the Pennsylvania 4-H organization. The project was designed as a summarization of perceptions and experiences and making sense of things in a natural setting (Denzin and Lincoln, 2000).

The following objectives were used to frame the project:

1. Determine the demographic profile of the Pennsylvania 4-H educator/volunteer

2. Determine the LGBTQ+ knowledge of Pennsylvania 4-H educators/volunteers
3. Determine the Pennsylvania 4-H LGBTQ+ climate
 - a. Demographical influences
 - b. Knowledge and usage of terminology
 - c. Influence of experiences
4. Determine the need for 4-H LGBTQ+ professional development
5. Provide curriculum and curriculum guides for educators

RESEARCH METHODS

A project using mixed methods is a useful combination when qualitative or quantitative data alone does not give a full understanding of the problem (Creswell, 2011;). This project is an integrated design starting quantitatively with a survey then followed qualitatively by interviews (Bazeley, 2015; Creswell, 2011).

Sampling

The participants involved in the 2014 survey were 74 youth educators (staff) from across the state of Pennsylvania. A census was conducted for this survey to obtain data from this particular population within the state of Pennsylvania 4-H program. An email list of all current, Pennsylvania 4-H educators who directly work with youth ages five to 18. was provided by the Pennsylvania State 4-H office.

Survey

A survey was conducted in Fall of 2014 to assess the LGBTQ+ climate in the Pennsylvania 4-H program and to explore the need for LGBTQ+ professional development. This survey was supported by the state 4-H office thorough use of office computers, email lists and use of work time. The 4-H office did not participate in any

other manner regarding the project, nor have they seen or asked for results. Survey participation was voluntary, confidential, and self-administered through electronic platform. A total of seventy-four out of 166 possible participants, took the survey, representing a response rate of 44.58%.

A pre-contact email was sent to the educators (indicating that the survey was sanctioned by the 4-H State office and confidential) followed by the survey. Since this project focused on a specific period of time, the current state of the LGBTQ+ climate in the Pennsylvania 4-H program, no follow up surveys were administered (Kelly, Clark, Brown & Sitzia, 2003). The survey was sent from the Pennsylvania State 4-H Survey Monkey account one week later. Two weeks after the initial invitation to be part of the survey, a reminder-to-respond email was sent with the survey link included to increase the response rate (Bernard, 2011; Andres, 2012).

The survey consisted of four sections and was constructed according to previously used and validated measures (Converse & Presser, 1986; Fowler, 2014). Section one focused on demographic information. A total of four questions regarding, gender, age, education and residence prior to the LGBTQ+ portion of the survey. These demographical questions were used to provide characteristics of the respondents and helping to understand where respondents are coming from and where they are headed (Dunn, 1992).

Sections 2-4 included Likert scales with an odd number of response categories, with categories measured from strongly disagree (1) to strongly agree (5). The five-point Likert-type was chosen to better explore participant attitudes and beliefs (Losby & Wetmore, 2012). The remaining sections were closed format (National Statistical

Services, 2018). Section 2 consisted of five questions focused on the understanding and usage of LGBTQ+ terminology, they are as follows: I have a good understanding of the majority of these terms: Lesbian, gay, bisexual, transgender (on a Likert scale of 1) strongly disagree (1) strongly agree (5); I have used the term “gay” to refer to a homosexual male (on a Likert scale of 1) strongly disagree to (1) strongly agree(5); I have used the term “lesbian” to refer to a homosexual female (on a Likert scale of 1) strongly disagree to (1) strongly agree(5); I have used the term “bisexual” to refer to a those who are transgender, I have used the term “transgender” to refer to a person who dresses in the opposite sex’s clothing (on a Likert scale of 1) strongly disagree to (1) strongly agree (5).

Section 3 of the survey consisted of three questions inquiring about LGBTQ+ experiences directly related to the Pennsylvania 4-H program. Participants were asked about their work experience with LGBTQ+ youth and their comfort level. The questions are as follows: There are Lesbian, Gay, Bisexual, Transgender (LGBT) youth in PA 4-H (on a Likert scale of 1) strongly disagree to (2) strongly agree (5); I have worked with LGBT youth in PA 4-H, I feel comfortable working with LGBT 4-H youth (on a Likert scale of 1) strongly disagree to (1) strongly agree (5).

Lastly, section 4 explores the need view on professional development, the questions are as follows: There is a need for LGBT professional development for 4-H staff and volunteers (on a Likert scale of 1) strongly disagree to (1) strongly agree (5); I will use/implement LGBT professional development in my county if resources are available (on a Likert scale of 1) strongly disagree to (1) strongly agree (5). The survey can be found in Appendix A.

Interviews

Following the survey, key informant interviews were conducted for the purpose of a deeper exploration and details of experiences among volunteers and educators in the Pennsylvania 4-H program. The participants volunteered to be interviewed during numerous 4-H events. A running list was kept and these participants were contacted via email when the survey was ready to be used. This was a convenience/snowball sampling because of the difficulty reaching this population and getting them to participate. The 2017/18 interviews were conducted over a three-month period, November, 2017, through January, 2018. The timeframe was due to participant request (multiple participants asked if they could have time to complete the survey due to holidays, employment closures and programmatic priorities). This can be seen as beneficial since the participants had more time to think about the questions (National Statistical Service, 2018).

Interviewees included former 4-H members, 4-H educators, volunteers, parents, administration and staff, some of whom held more than one of those titles. A variety of 4-H related persons were asked to participate due to the diversified nature of the adults in the program directly working with youth. This allowed for a broader perspective and not a strictly staff-focused view. This also allowed for bias exploration; however, none of the interviews showed any kind of canned response based on program ideals.

A total of 18 interviews were conducted to collect experiences from those specifically working with 4-H youth (Malterud, Siersma & Guassora, 2015). These interviews were administered because of accessibility and convenience. Twenty individuals were asked to participate; all 20 agreed, and 18 responded. The interviews

were designed to be semi-structured, following a predetermined guide of questions (Bernard, 2011; McCammon, 2018).

The interviews were administered via phone (only 2 by request) and email. The two interviews via phone did provide more detailed answers as they were subject to probing (Bernard, 2011).

Email was used due to cost effectiveness and participants use email in regard to 4-H correspondence regularly and were comfortable with this means of communication (Lavrakas, 2008). Respondents were sent questions directly to their inboxes, so they could review the questions in advance to feel prepared and be able to express their experiences in their own words (Cohen & Crabtree, 2006; Wengraf, 2001).

The interviews were designed to provide the interviewees with open-ended questions and the ability to discuss experiences in detail and through their eyes (Willis, 2007; Babbie, 1998; Schutt, 2009). After assessing the basic knowledge of terms, interviewees were asked to talk about their knowledge and/or contact with 4-H members that identified as being LGBTQ+. The interview format and questions can be found in Appendix B.

Responses, specifically those related to terminology gave insight into professional development needs. Responses from open-ended questions, provided a level of detail that the surveys did not provide. The interviews were needed to delve deeper into the atmosphere throughout the state focusing on personal experiences and perceptions regarding LGBTQ+ youth.

VALIDITY

This research design was chosen because the project will contribute to the body of knowledge that is missing from the 4-H program. The qualitative practices used in this project, such as the gathering of participant knowledge, perceptions and experiences confidentially, offers validity to the assessment. Creswell & Miller (2000) suggest that the validity is affected by researcher perception. Convenience sampling does however receive criticism for bias. This bias is taken into consideration and compared to the quantitative data collected previously in the survey of the larger educator (staff) population sample. Multiple variables were examined to determine the LGBTQ+ climate within the Pennsylvania 4-H program.

The educators and volunteers surveyed, while possibly influenced by their environments, upbringing, economic status etc., have a history of providing honest view points and information offering credibility and adding validity (Eisner, 1991; Lincoln & Guba, 1989; Stenbacka, 2001; Seale, 1999; Davies & Dodd, 2002). This allows for a gauging the actual LGBTQ+ climate with credibility being the overall goal of any qualitative project (Lincoln & Guba, 1985). The project was also done to produce honest, quality and thorough information through adequate data and all-inclusive approach to analysis (Popay et al., 1998). The electronic survey and interview process avoided investigator bias (Koch, 1994.), Lincoln (1995) and Marshall (1990) state that sound research should serve the community /participants, which is exactly why the project was done.

Chapter IV

RESULTS

To explore the factors shaping the LGBTQ+ climate of the Pennsylvania 4-H program, qualitative and quantitative data were collected and examined. This data supports an already established need for LGBTQ+ professional development in the Pennsylvania 4-H program. The findings below will assist in a better understanding of the LGBTQ+ 4-H climate specifically in Pennsylvania 4-H. Lastly, the results will help in the customization of curriculum and resources. This research and data cannot be generalized, but rather serves only to further validate and tailor the content of the curriculum.

SURVEY

Synopsis

The survey consisted of four sections. A total of 15 questions administered through Survey Monkey to current Pennsylvania 4-H educators. Section one focused on demographic information and consisted of a total of four questions regarding, gender, age, education and residence prior to the LGBTQ+ portion of the survey. These demographical questions were used to provide characteristics of the respondents.

Sections two through four included Likert scales with an odd number of response categories. These categories measured from strongly disagree (1) strongly agree (5). Section two consisted of five questions focused on the understanding and usage of LGBTQ+ terminology: “I have a good understanding of the majority of these terms:

Lesbian, gay, bisexual, transgender.” ,“I have used the term “gay” to refer to a homosexual male.”, “I have used the term ‘lesbian’ to refer to a homosexual female.”, “I have used the term ‘bisexual’ to refer to a those who are transgender.” ,“I have used the term ‘transgender’ to refer to a person who dresses in the opposite sex’s clothing.”

Section three of the survey consisted of three questions inquiring about LGBTQ+ experiences directly related to the Pennsylvania 4-H program. Participants were asked about their work experience with LGBTQ youth and their comfort level. The questions as are as follows: “There are Lesbian, Gay, Bisexual, Transgender (LGBT) youth in Pennsylvania 4-H.”, “I have worked with LGBT youth in Pennsylvania 4-H.”, “I feel comfortable working with LGBT 4-H youth.”

Lastly, section four explores views on the need for professional development: “There is a need for LGBT professional development for 4-H staff and volunteers.”, “I will use/implement LGBT professional development in my county if resources are available.” Additionally, the final question was left open for comments. Detailed results of the survey questions are listed in the following table.

Demographic Survey Results. Table 4.1

Gender	Percentages	Frequencies
• Male	13.51	10
• Female	86.49	64
• Gender Questioning	0.00	
Age		
• 18-30	17.81	13
• 31-43	20.55	15
• 44-56	42.47	31

• 57-69	19.18	14
• 70+	0.00	0
Residence		
• Rural	40.54	30
• Farm	24.32	18
• Town	20.27	15
• Suburbs	13.51	10
• City	1.35	1
Education		
• HS Diploma	9.46	7
• Bachelor's	50.0	37
• Master's	33.78	25
• Ph.D	2.70	2
• Other	4.05	3

Comment Survey Results. Table 4.2

Questions	Means	Frequencies
I have a good understanding of the majority of these terms: lesbian, gay, bisexual, and transgender	4.19	74
I have used the term "gay" to refer to a homosexual male	4.00	74
I have used the term lesbian to refer to a homosexual female	3.97	74
I have used the term bisexual to refer to those who are transgender	2.68	74
I have used the term transgender to refer to a person who wears the opposite sex's clothing	2.86	73
There are lesbian, gay, bisexual, transgender (LGBT) youth in Pennsylvania 4-H	4.22	74
I have personally worked with LGBT youth in Pennsylvania 4-H	3.35	74
I feel comfortable working with LGBT 4-H youth	3.99	72

There is a need for LGBT professional development for 4-H staff and volunteers	3.60	73
I will use/implement LGBT professional development in my county if resources are available	3.47	74

Sociodemographics

The survey gathered information on age, gender, location and education. The female educator population for 4-H in Pennsylvania is 72% (4-H Facts, 2016/2017). The majority of survey participants were female as well. In fact, 86% of the respondents identified as female. Age varied, but the majority, 40%, were 44 to 56 years in age and all but 9% had a degree other than a high school diploma. Over half of the respondents reside on farms or in rural areas, totaling 65%. This is comparable to Pennsylvania 4-H data which reports 68% of its educators living in farm and/or rural areas. The survey shows the majority of respondents are educated women who live rurally, which mirrors the reported Pennsylvania 4-H program data (4-H facts, 2016/2017).

LGBTQ+ Knowledge and Terminology

Nearly 92% of the participants responded that they had a good understanding of the LGBTQ+ terms, by either agreeing or strongly agreeing, and that they felt comfortable using them. Discrepancies arose though when asking participants specifically how they used certain terms. One question that asked if participants have used the term “bisexual” to refer to those who are transgender had a 25.67% affirmative response rate. Another example asked participants if they have used the term, transgender to refer to a person who wears the opposite sex’s clothing and 23% percent responded affirmatively, while 44.59% selected “neutral” as their answer. These results clearly show a lack of correct terminology understanding and usage.

The next section of the survey revealed that the majority of respondents feel LGBTQ+ youth are present in the 4-H program; in fact, 67 out of 74 respondents (90.54%) either agreed or strongly agreed. Significantly less, 45.94%, said that they have worked with LGBTQ+ youth within the 4-H program, yet 68.91% said they feel comfortable working with LGBTQ+ youth.

Need for Professional Development

The final portion of the survey explored participants' thoughts on LGBTQ+ professional development. One question asked if there was a need for it. Here 59% agreed or strongly agreed, while 34% remained neutral and 9% either disagreed or strongly disagreed. When asked if participants would use resources if they were made available, 42% said they would, while 54% responded neutrally and 4% responded negatively. One participant commented, "Training would be of value. If I were designing training for volunteers in rural program areas, I would design that training differently (to meet volunteers where they're at now and generate buy-in) that I would if I were training an audience of Extension professionals, or even volunteers from more urban areas."

KEY INFORMANT INTERVIEWS

Synopsis

Following the survey, key informant interviews were conducted for the purpose of a deeper exploration and details of experiences among volunteers and educators in the Pennsylvania 4-H program. The participants volunteered to be interviewed during numerous 4-H events. A running list was kept and these participants were contacted via email when the survey was ready to be used. This was a convenience/snowball sampling. The 2017/18 interviews were conducted over a three-month period, November 2017 through January

2018. The interviews were administered via phone (only two by request) and email and were designed to provide the interviewees with open-ended questions and the opportunity to discuss experiences.

Interviews included former 4-H members, 4-H educators, volunteers, parents, administration and staff. A total of 18 interviews were conducted to collect experiences from those specifically working with 4-H youth. These interviews were administered because of accessibility and convenience. Of the 20 persons were asked to participate, all 20 agreed, and 18 actually responded. The interviews were designed to be semi-structured, following a predetermined guide of nine questions with multiple probing sub-questions.

LGBTQ+ Knowledge and Terminology

All 18 respondents said they were familiar with LGBTQ+ terminology. However, their comfort level however with using the terminology, varied from very comfortable to not at all. Responses were typically detailed as to why a respondent would feel comfortable discussing LGBTQ+ topics. For example, one interviewee said, “It would depend on the depth of the issue. As I believe it is there (their) right to be who they want to be but I don't necessarily agree with it.” Another stated, “I would not normally use this terminology in a public, community setting. I think that it is typically something saved for a private conversation.” Terminology was also discussed as being non-existent. One interviewee said, “I was told AG kids aren’t gay. Sexual diversity wasn’t and isn’t talked about. At times general diversity is mentioned.”

Influence of Experiences

After assessing the basic knowledge of terms, interviewees were asked to talk about their knowledge and/or contact with 4-H members who identified as being LGBTQ+. Here

56% of interviewees said they had come in contact with an LGBTQ+ youth 4-H member, and 28% said they have had no contact or knowledge of any LGBTQ+ youth in 4-H. Two out of 18 responded that they have encountered 4-H LGBTQ+ youth and one respondent indicated awareness of 4-H LGBTQ+ youth.

Some participants specifically said they know LGBTQ+ youth exist in 4-H but they have not personally had contact with them. For example, one interviewee said, “Yes I have encountered a few youths in this category. Most of the time, their choices were not taken well within their families, but they were not shy about their identities.” Another participant stated, “I have, I’m aware of several members. The environment in which I interacted with those members was very accepting. It wasn’t a topic of discussion; it didn’t often need to be addressed or was even brought up. I can think of one occurrence where another member made a derogatory comment, not directed at the individual, but a general comment.”

After a participants said they encountered an LGBTQ+ youth, it was often mentioned that they were good people or good students, active members, successful, well-loved, social and passionate about their schooling and fields of work. Numerous participants also wrote that sexual identity was never a topic of conversation. There was acknowledgement of its existence, yet it was never addressed.

Others noted that not only weren’t they aware of LGBTQ+ youth, but they hadn’t encountered adults in the program who identified as LGBTQ+ either. A few respondents specifically mentioned the lack of LGBTQ+ adult role models and influences. One interviewee said, “he did not have anyone in the 4-H program to relate to nor were there adults comfortably speaking about sexuality.”

One participant, however, stood out by noting a rare emotional experience with a staff member at a 4-H conference. The respondent talks about a “privilege walk” activity. This activity (led by a facilitator posing questions), requires participants to confront the ways in which society privileges certain people over others. The respondent explained, “besides two of the three people I have met through 4-H that could be classified as young adults, there is only one LGBTQ+ adult I have met through the program. He was very open, and led my group at the State Leadership Conference through a “privilege walk’ that I found inspiring and eye-opening. This experience was very emotional for me and I appreciated it so much. I helped with this class the next year at SLC and really enjoyed seeing the other members’ experiences, along with sharing mine.”

Another participant felt that providing information on LGBTQ+ youth to the 4-H program may not be relevant. The respondent quoted a Pew study where the median “coming out age” was said to be 20 so there would be little to no overlap with homosexual feelings and their time in 4-H. Upon further investigation, this 2013 study does state that the median “coming out” age is 20, however age 12 is the median age at which lesbian, gay and bisexual adults first felt they might be something other than heterosexual (Pew pg. 1, 2013). This same respondent wrote, “I firmly believe that 4-H should continue with introducing diversity into the program & focus on tolerance, acceptance & respect of all people-those with disabilities, those who are tall, those who are LGBTQ, those who are un-popular, those who show horses, the elderly etc. However, I don’t feel that 4-H is the right program to help LGBTQ youth come to grips with their own sexuality.”

The participants also discussed religion and spirituality as an influence when discussing 4-H LGBTQ youth. One respondent said, “many people for agricultural

backgrounds tend to politically identify with the right end of the spectrum, which also has some positive correlation with Judeo-Christian theology. These beliefs tend to 'leak' into 4-H activities." Another interviewee stated that while there is a small presence of religion still found in 4-H, "LGBTQ+ youth are not affected because their religious beliefs are not overly connected with their sexuality."

Need for Professional Development

Most participants, eleven out of 18, said that religion and/or spirituality do play a role in the program, though respondents were divided on whether religion or spirituality affected LGBTQ+ youth or how it affected them. Three interviewees said that religion in the 4-H program has a positive effect on the LGBTQ+ youth, eight said negative and seven avoided or did not answer the question. One participant said that the presence of religion, "allows LGBTQ+ feel more able to express themselves."

At the end of the interviews, the majority of respondents did feel that some sort of training and/or resources would be beneficial to the program. In fact, 15 out of 18 interviewees affirmed that some sort of training, whether it be a webinar, workshop, or piece of paper should be implemented. One comment made by a survey respondent illustrates this best. "Sexual orientation is a non-issue in 4H clubs. Sexual activity violates the code of conduct. we already practice non-discrimination. I see no need for ANOTHER training." The respondent is correct in saying that sexual activity is unacceptable in 4-H. Policy does state that, but sexual activity has little to do with sexual identity.

While most respondents addressed the need for resources to work with LGBTQ+ youth, a few (three out of 18) went beyond and stated a need for policy. 4-H is a program

that thrives on camps and conferences. Lodging logistics play a major role when implementing programming. The state 4-H office staff is currently working with Penn State Human Resources on these very issues. There are not definitive policies in place, yet the programming continues. There is now the option to select a gender other than female or male in the 4-H online system (membership database). The California State 4-H program has recently released their practices (April of 2017) in regards to LGBTQ+ inclusion particularly when it comes to addressing logistics.

CONCLUSION

The culmination of the above survey results, interview responses and observations have shown gaps in the knowledge pertaining to LGBTQ+ youth and further support key areas needed in 4-H curriculum. This research is not to be generalizable. The project provides a justification for curriculum development in regard to LGBTQ+ youth specific needs. The literature review has shown that the LGBTQ+ youth population is an at-risk community of youth and their needs, though different than their heterosexual youth counterparts can be easily met by youth-serving organizations. The Pennsylvania 4-H program can address these needs with access to the proper training and tools. The justification exists for the development of a 4-H LGBTQ+ professional curriculum piece.

Chapter V

CURRICULUM DEVELOPMENT

The purpose of the project, in part, was to determine if a curriculum piece for Pennsylvania 4-H LGBTQ+ professional development was needed. The majority of respondents reacted positively to the possibility of having resources and information available. It was determined that some form of resources would benefit Pennsylvania 4-H staff and volunteers.

The curriculum that follows provides a systematic process for disseminating information to improve the LGBTQ+ climate of the Pennsylvania 4-H program. These resources and activities are a starting point and can be used as individual pieces, as a whole, or as part of a larger more detailed discussion/training/workshop etc. This information will provide the opportunity for 4-H staff and volunteers to become sensitized and create awareness and inclusivity.

4-H LGBTQA professional Development for Volunteers, leaders and staff

TRAINERS GUIDE

Curriculum piece outline

Tools needed:

- Copies of matching quiz
- Writing utensils
- Cut out stars in red, blue, orange and purple
- 45-60 minutes
- Laptop
- Projector

- Screen/surface

Packet to participants may include any and all resources dependent upon time and the trainer.

History:

- 4-H background
- National
- PA Mission/goals/policies
- The “Why” Knowing your role and expectations (preferably written by the 4-H Director)

LGBTQA+ youth

Terminology

- Definitions and background
 - Matching worksheet

Experiences

- STAR Activity -20 minutes, 10-minute discussion

Resources

- Trainer will review and highlight sources found in the training pieces
- Know your resources and your experts
 - Lists, tips, tools
 - Listen, even when inconvenient
 - Active listening techniques
 - Seek education and learning experiences
 - Professional development beyond what is mandatory

INTRODUCTION

LGBTQ+ issues can be addressed independently or as part of a broader diversity discussion. The following curriculum was designed by combining numerous curriculum designs, focusing on LGBTQ+ historical background and 4-H history (Gedro, 2010; GLSEN, 2018). This curriculum is specifically geared toward adult usage.

PROGRAM GOAL

To create LGBTQ youth awareness among 4-H staff and adult volunteers by providing specific “at risk youth” information, the correct usage of LGBTQ+ terminology and resources such as tip sheets and training.

Program Objectives

- Participants will be able to correctly identify, define and use LGBTQ+ terminology by completing a matching worksheet during the training.
- Participants will be aware of the need for LGBTQ+ youth professional development and be able to identify at least three key areas of LGBTQ+ youth need at the end of the training.
- Participants will implement the 4-H LGBTQ tip sheets and resources in their counties via the tool kit provided.

Program Participants

Educators, staff and adult volunteers in the Pennsylvania 4-H Youth Program

Room Requirements

The room should be large enough to accommodate a classroom style workspace.

Instructors should be able to arrange the classroom as they see appropriate, given the exact number of participants. All participants should be able to see the screen if screen is to be used. A materials table/presentation table should be provided for the instructors.

Program Activities

- Word/definition matching worksheet and review. Hardcopy hand-out with vocabulary in the left column and definitions (jumbled) in the right column. Participants will match the word to the correct definition and will receive immediate review and feedback.
- Star Activity (Trevor Project). Hands-on groupings and color coded activity representing different scenarios. This directly relates to statistics. Each participant is randomly given a colored star. Blue, red, orange. The facilitator will lead an exercise specifically detailing what each colored star represents and what each person should do with that specific star. This is a very emotional activity; the participants will rip off corners of their stars, dependent upon the situations they are asked to put themselves in. All activities are optional
- Introduction and review of tip sheets, resources and activities (tool kit and train the trainer). This will include step by step instructions on leading a training, such as the one they are participating in, and materials for use during those trainings.

Background

4-H AS THE PROGRAM MODEL FOR POSITIVE YOUTH DEVELOPMENT

The 4-H Youth Development Program is the youth outreach program from the land-grant institutions' cooperative extension services and the U.S. Department of Agriculture. 4-H serves as a model program for the practice of positive youth development by creating positive learning experiences; positive relationships for and between youth and adults; positive, safe environments; and opportunities for positive risk taking. 4-H National Headquarters is housed in the Division of Youth and 4-H at NIFA. Additional support is provided to 4-H by National 4-H Council (a private, non-profit organization) and conducted through the land-grant university extension 4-H offices.

4-H National Headquarters (4-H HQ) strengthens and promotes healthy youth development to give young people the capacity to act as responsible citizens and agents of community change. By understanding the complex experiences that youth face and by promoting high quality youth leadership development, 4-H HQ helps youth meet the challenges of adolescence and transition to adulthood. Through youth-adult partnerships, the 4-H program connects youth and adults to their communities, preparing them for work and life. The 4-H program is designed to engage youth and adults in intentional, experiential, and inquiry-based learning while providing emerging research to highlight positive youth development. To achieve this, 4-H HQ focuses on three key objectives: access, equity and opportunity, learning, and program quality and accountability.

Pennsylvania 4-H

Mission: 4-H empowers youth to reach their full potential working and learning in partnership with caring adults. While activities focus mainly on the local 4-H Club, members may also participate in group activities and events such as fairs, trips, camping, teen leader trainings, fundraising, achievement programs and county, regional and state

learning opportunities. P 4-H follows the rules and regulations of Penn State Extension, including its nondiscrimination policy: The University is committed to equal access to programs, facilities, admission and employment for all persons. It is the policy of the University to maintain an environment free of harassment and free of discrimination against any person because of age, race, color, ancestry, national origin, religion, creed, service in the uniformed services (as defined in state and federal law), veteran status, sex, sexual orientation, marital or family status, pregnancy, pregnancy-related conditions, physical or mental disability, gender, perceived gender, gender identity, genetic information or political ideas. Discriminatory conduct and harassment, as well as sexual misconduct and relationship violence, violate the dignity of individuals, impedes the realization of the University's educational mission, and will not be tolerated. Gender-based and sexual harassment, including sexual violence, are forms of gender discrimination in that they deny or limit an individual's ability to participate in or benefit from University programs or activities.

Expectations: A Message from the Director

LGBTQ+ youth are in 4-H. 4-H serves all youth; therefore 4-H serves LGBTQ+ youth. Your role as an adult working and/or volunteering in the 4-H organization is to uphold the mission, vision, and standards of the 4-H organization and Penn State Extension. LGBTQ+ youth often grow up with a lack of role models. It is our duty as youth educators and volunteers to provide mentorship, understanding, support and safe spaces. In addition to this training providing a tool to create a more inclusive 4-H program, it is to recognize that all people, including those who are LGBTQ+, play an important role in our history and organization and should be celebrated.

As with all volunteer positions, yours is one of the upmost honor. You are charged with leading youth. LGBTQ+ youth, are at risk youth. LGBTQ+ youth are challenged by the same issues that heterosexual youth face but are compounded by additional factors, such as discrimination, harassment, and bullying. These factors lead to LGBTQ+ youth more susceptible to depression, anxiety, psychosomatic issues and even suicide. As a volunteer, it is the expectation of the 4-H program that you prepare yourself to work with all youth through trainings and professional development. As an Educator or volunteer you may have parents asking for information, resources and expertise. The information in this curriculum can help you be prepared.

The following resources will provide a general understanding of LGBTQ+ history, terminology, and the challenges LGBTQ+ youth experience. Research tells us that trainings assist educators and staff to reconcile their own feelings related to gender diversity (Cianciotto & Cahill, 2012).

Thank you for your willingness to grow, learn and always see the best, become better!

NOTE: *There may be additional expectations of the county's educator. Please check-in with them for additional information*

LGBTQ+ History

(Note: October is LGBTQ+ history month)

Please reference LGBTQ Timeline here:

<https://www.glsen.org/sites/default/files/LGBTQ-History-Timeline-References.pdf>

[For an additional activity on LGBTQ+ History: https://www.glsen.org/article/lgbtq-](https://www.glsen.org/article/lgbtq-history-timeline-lesson)

[history-timeline-lesson](https://www.glsen.org/article/lgbtq-history-timeline-lesson)

Trainer Discussion:

History tells us that there is evidence of same-sex activity and same-sex love, whether accepted or persecuted, in every culture (Morris, 2018). In the United States, in 1924, the first documented gay rights organization was born, *The Society of Human Rights*. Other societies and organizations followed suit, yet in 1952 The American Psychiatric Association deemed homosexuality a sociopathic personality disturbance. It wasn't until 1973 that this diagnosis was removed (APA, 2003).

NOTE: *Highlight historical events found in timeline, share timeline as a worksheet or project.*

There are many historical figures who identified as LGBTQ+: Alexander the Great, Leonardo da Vinci, James Baldwin, Billie Holiday, Michelangelo, Sally Ride, James Dean, Eleanor Roosevelt, Greta Garbo, William Butler Yeats, Alan Turing, Walt Whitman, and Julius Caesar to name a few.

NOTE: *Highlight specific historical figures that may be of interest to your attendees.*

While LGBTQ+ rights have become more prominent on the political stage and in the news, there are still many struggles for the population in general. LGBTQ+ youth are at risk youth. These youth cope with large amounts of bullying, stress, anxiety and suicidal issues.

The following resources have been developed to assist in nurturing the LGBTQ+ youth population in Pennsylvania 4-H and provide an inclusive climate.

AG KIDS ARE LGBTQ+

The Facts

- Approximately 5-10% of the general population is lesbian, gay, bisexual or transgender. This is roughly nine million people in the U.S.
- An estimated 1% of the population in America is confirmed as transsexual
- 42% of people who are LGBT report living in an unwelcoming environment
- There are more than 650,000 same sex couples in the U.S.
- Approximately one million children in the U.S. are being raised by same-sex couples

Youth

- 30% of gay youth attempt suicide near the age of 15
- Suicide is the leading cause of death among gay and lesbian youth, nationally
- Gay or lesbian teens are 50% more likely to use alcohol and three times more likely to use marijuana than heterosexual teens. They are also more likely to be homeless.
- Up to 50% of LGBTQ+ youth smoke
- 80% of gay and lesbian youth report severe social isolation
- Six in ten LGBT students report feeling unsafe at school because of their sexual orientation.
- Cyber bullying of LGBT youth is three times higher than other students' experience and 42% of LGBTQ+ youth have experienced it.

- LGBTQ+ youth have the same developmental challenges as heterosexual youth. Additionally, they receive limited support from family, peers, teachers etc., struggle with a comfortable sense of identity and have limited LGBTQ role models.
- 20-40% of all homeless youth identify as LGBTQ+
- 90% of teens who are LGBT come out to their close friends.

Knowing Someone is LGBTQ+

There is no way of knowing if someone is LGBTQ+ unless they tell you. The goal is to be open and honest and protect our youth. If a youth is in danger because they are being perceived as LGBTQ+, it is your responsibility to take action and create a safe space/situation for that youth and all youth within the 4-H program.

Creating a Safe Space

Creating a comfortable inclusive environment is a simple task. Numerous research surveys say that LGBTQ+ youth immediately feel at ease when they have visual signs that they are welcome. Even a sticker on a door indicates that it is an open and welcoming space.

NOTE: *Provide signage/stickers, supplies etc.*

Terminology

Language is ever changing. Listed below are the current, most frequently used vocabulary words and definitions used in relationship to the LGBTQ+ community.

Instructor: review these terms with your participants, discuss and questions or concerns.

Nuances in language can be difficult and confusing. Prior to teaching, please familiarize yourself with these vocabulary words by seeking out these sites:

<https://www.thetrevorproject.org/#sm.0000z7ulpf7vfe12x9z15inf3hiq5>

<https://www.hrc.org/resources/glossary-of-terms>

LGBTQ+ Terms and Definitions (taken directly from the TREVOR Project)

Here are some key terms that relate to the LGBTQ community. Keep in mind that there are many ways to define these common words and phrases. Remember, the only person who has the power to label you, is YOU!

Asexual: A term describing individuals who do not experience sexual attraction or do not have interest in or desire for sex. Asexuality is different from celibacy, which means abstaining from sex. Asexuality is often viewed as a spectrum – meaning there are varying levels and identities regarding someone’s emotional, spiritual and romantic attraction. The best way to refer to the asexual community is to use the umbrella term “ace” or “aces” as in the “ace community,” which acknowledges that spectrum.

Binary System: A binary system is something made up of two opposing parts. Gender (man/woman) and sex (male/female) are examples of binary systems.

Bisexual: A term that describes someone who is attracted to both men and women, or to more than one gender identity.

Cisgender: A person who identifies with the sex they were assigned at birth. For example, if you were told you were “male” at birth and still identify that way, you would be cisgender.

Gay: In the past, only men who are attracted to men have used the word “gay.” Now, it is common for “gay” to be used by anyone who is attracted to their same sex or gender.

Gender: An idea created by society (A.K.A. a social construct) that tells us what certain genders are “supposed” to be like, based on a group of emotional, behavioral and cultural characteristics (like how we express our feelings or how we dress).

Gender Expression: How we express our gender identity on the outside.

Gender Identity: Our internal, personal sense of what our gender is. Everyone has a gender identity.

Gender Non-Conforming: Describes a person whose gender expression is, or appears to be, different from what we would expect from their assigned gender. Other terms include “gender variant” or “gender diverse.”

Genderqueer: A term that describes someone whose gender identity is not just a man or a woman. This identity can mean different things to different people.

Intersex: Describes a condition in which a person is born with a sex that doesn’t fit the typical definitions of female or male due to genetic, hormonal or anatomical differences.

Lesbian: A woman who is predominantly attracted to other women. Some women prefer the term “gay” – it’s all up to you and what fits your identity best.

Non-Binary: Anything that falls outside of the binary system (see definition above).

Intersex, genderqueer, and bisexuality are all examples of non-binary identities.

Pansexual: Describes people who are capable of being attracted to multiple sexes or gender identities.

Sexual Orientation: Describes a person’s physical, romantic, emotional, and/or spiritual attraction to another person. Everyone has a sexual orientation.

Transgender (Trans): An umbrella term used to describe people whose true gender identity does not “match” the sex or gender they were assigned at birth. Many identities

fall under the transgender umbrella, which are often designated with an asterisk after the abbreviation, “trans.” However, not all genderqueer or non-binary people identify as transgender – and some people who have transitioned to their true gender choose to identify as just a “man” or “woman” instead of transgender. Always be respectful of how someone chooses to identify, and use their preferred identity, name, and pronouns.

Transitioning: The social, legal, and/or medical process a trans* person may go through to make their gender identity fit their gender expression, presentation, or sex. This word means many different things to different people, and a person doesn’t have to experience all or any of these common transitioning elements to identify as their true gender.

Queer: A broad term that is inclusive of people who are not straight and/or cisgender. In the past this word was used as discriminatory. Today the word is often used in a positive way by folks who identify as queer as well as by allies of queer/LGBTQ people, however, some people still feel that it is a word that carries negative weight.

Questioning: A person who may be processing or questioning their sexual orientation and/or gender identity.

TEST YOUR KNOWLEDGE

LGBTQ+ Terms and Definitions Matching Quiz with Answers

Match the term to its correct definition

- | | |
|-----------------|--|
| 1 Asexual | 8 Our internal, personal sense of what our gender is.
Everyone has a gender identity. |
| 2 Binary System | 1 A term describing individuals who do not experience sexual attraction or do not have interest in or desire for sex. Asexuality is different from celibacy, which means abstaining from sex. Asexuality is often viewed as a spectrum – meaning there are varying levels and identities regarding someone’s emotional, spiritual and romantic attraction. The best way to refer to the asexual community is to use the umbrella term “ace” or “aces” as in the “ace community,” which acknowledges that spectrum. |
| 3 Bisexual | 2 A binary system is something made up of two opposing parts. Gender (man/woman) and sex (male/female) are examples of binary systems. |
| 4 Cisgender | 7 How we express our gender identity on the outside. |

- 5 Gay **14** Describes people who are capable of being attracted to multiple sexes or gender identities.
- 6 Gender **17** The social, legal, and/or medical process a trans* person may go through to make their gender identity fit their gender expression, presentation, or sex. This word means many different things to different people, and a person doesn't have to experience all or any of these common transitioning elements to identify as their true gender.
- 7 Gender Expression **10** A term that describes someone whose gender identity is not just a man or a woman. This identity can mean different things to different people.
- 8 Gender identity **18** A broad term that is inclusive of people who are not straight and/or cisgender. In the past this word was used as discriminatory. Today the word is often used in a positive way by folks who identify as queer as well as by allies of queer/LGBTQ people, however, some people still feel that it is a word that carries negative weight.

- 9 Gender Non-Conforming **12** A woman who is predominantly attracted to other women.
- Some women prefer the term “gay” – it’s all up to you and what fits your identity best.
- 10 Genderqueer **11** Describes a condition in which a person is born with a sex that doesn’t fit the typical definitions of female or male due to genetic, hormonal or anatomical differences
- 11 Intersex **5** In the past, only men who are attracted to men have used the word “gay.” Now, it is common for “gay” to be used by anyone who is attracted to their same sex or gender
- 12 Lesbian **3** A term that describes someone who is attracted to both men and women, or to more than one gender identity.
- 13 Non-Binary **16** An umbrella term used to describe people whose true gender identity does not “match” the sex or gender they were assigned at birth. Many identities fall under the transgender umbrella, which are often designated with an asterisk after the abbreviation, “trans.” However, not all genderqueer or non-binary people identify as transgender – and some people who have transitioned to their true gender

choose to identify as just a “man” or “woman” instead of transgender. Always be respectful of how someone chooses to identify, and use their preferred identity, name, and pronouns.

14 Pansexual

6 An idea created by society (A.K.A. a social construct) that tells us what certain genders are “supposed” to be like, based on a group of emotional, behavioral and cultural characteristics (like how we express our feelings or how we dress).

15 Sexual Orientation

4 A person who identifies with the sex they were assigned at birth. For example, if you were told you were “male” at birth and still identify that way, you would be cisgender

16 Transgender (Trans)

15 Describes a person’s physical, romantic, emotional, and/or spiritual attraction to another person. Everyone has a sexual orientation.

17 Transitioning

9 Describes a person whose gender expression is, or appears to be, different from what we would expect from

their assigned gender. Other terms include “gender variant” or “gender diverse.”

18 Queer

13 Anything that falls outside of the binary system (see definition above). Intersex, genderqueer, and bisexuality are all examples of non-binary identities

19 Questioning

19 A person who may be processing or questioning their sexual orientation and/or gender identity.

The experiences of LGBTQ+ youth are unique. The following activity is to give you participants insight and a general understanding of some of the issues that LGBTQ+ youth face.

ACTIVITY

Coming Out Stars Activity

NOTE: There are numerous activities like this one found on the websites listed in the resources section. If your participants need reinforcement or simply more experiences, there are a variety of activities to be used. Be aware that these activities can be challenging and emotionally draining for some.

First, let each person pick their own star, they should have the choice of Blue, Orange, Red, or Purple stars. Once they have picked their star, read the following instructions to them

1. Imagine that this star represents your world. You are the center of this world and the things or people that are the most important to you are each point of the star, so put your name in the middle of the star.
2. Now, pick one of the points of the star. It doesn't matter which point you choose, a very close friend that you tell everything to. Write their name on this point.

3. Choose another. This point represents a community you belong to. This community could be the church you go, a club you belong to, or even something as simple as “my friends.”
4. For the third point of your star will be a specific family member. This family member can be any family member that you trust and make you happy when you’re sad and are the one that you confide your secrets to. Write their name down.
5. The fourth star belongs to the job you want. This can be a current job you have or one that you’ve always wanted. Regardless of what it is, write it down on this point.
6. On the last point that you have, write down any dreams and hopes that you have. You can put down as many things on this point as you wish.

Once each person has finished writing on the points of their stars, have them stand up and stand in a circle. Tell them that they cannot talk until the end of this activity and that each of them are Gay or Lesbian and are about to go through the process of coming out.

Scenario #1 You decided that it will be the easiest to tell you friends first. These friends have always been there for you and you feel they have a right to know your sexual orientation.

- If you have a **BLUE** star, your friend has no problem with the news. They’ve suspected it for a while and thank you for sharing. They also don’t act any differently toward you and around you since they accept you for who you are.

- If you have an **ORANGE** or **PURPLE** star, your friends are kind of hesitant. They're a little irritated that it took you so long to tell them; however, you're confident that they'll come to terms with this news. Please fold back this point of your star.

- If you have a **RED** star, you're met with anger and disgust. This friend – who has been by your side through good and bad – tells you that being LGBT is wrong and they can't be associated with anyone like that. If you have a red star, please tear off this side and drop it on the ground. This friend is no longer a part of your life.

Scenario #2 With most of you having such good luck with your friends, you decide that your family deserves to know. You decide to turn to your closet family member first so that it will be easier to come out.

- If you have a **PURPLE** star, the conversation doesn't go exactly how you planned. Several questions are asked as to how this could have happened, but after some lengthy discussion with this person who is close to you seems slightly more at ease with this information. Fold this point of your star back since this person will be an ally in time.

- For those of you that have **BLUE** stars, this family member embraces you. They are proud that you have decided to come out of the closet and let you know that they will always be there for you.

- If you have an **ORANGE** or **RED** star, your family rejects the thought of being related to a person who is LGBT. Much like some of your friends, they are

disgusted at this. Some of you are thrown out of your house or disowned. You're now a part of the 42% homeless youth who identify as LGBT. If you an orange or red star, please tear off this side and drop it to the ground.

Scenario #3 Having told your friends and family, the news of you coming out has been spread around. Members of your community are aware of your sexual orientation.

- If you have a **PURPLE** or **BLUE** star, your sexual orientation is accepted by your community. They embrace this news with positivity.
- If you have an **ORANGE** star you are met with mixed responses. Some accept you and some don't know what to think. You remain a part of this society, but it will take some time for you to be accepted as you once where. If you have an orange star, please fold back this point.
- If you have a **RED** star, your community reacts with hatred. They tell you that you don't belong to this community. The people who have support through everything no longer speak to you or acknowledge you. If you have a red star, tear off this side and drop it to the ground.

Scenario #4 The rumors are still flying around about you coming out. In the past, you have confronted rumors, but you're not sure if you should confront these rumors because they could have a harmful impact. However, you don't have a choice.

- If you have a **RED** or **ORANGE** star, you continue to work as if nothing has changed. But, one day, you show up to work and you're informed that you have been fired. Any personal belongings you had at work are now boxed up and you

are asked to remove yourself from the property. If you have a red or orange star, please rip off this point and let it drop to the ground.

- If you have a **BLUE** star, your coworkers begin to approach you and let you know that they've heard the rumors and they don't care about them. They will support you and your bosses react the same way.

- If you have a **PURPLE** star, your workplace becomes very interesting: Everyone seems to think that you're lesbian or gay, even though you haven't confirmed or denied the rumors. Some people speak to you less, yet the environment doesn't seem to have changed too drastically. If you have a purple star, please fold back this point.

Scenario #5 Now, your future lies ahead of you as a member of the LGBT community. Your hopes, dreams, and wishes for the perfect life remain for some of you.

- If you have a **PURPLE, BLUE, or ORANGE** star, these hopes and dreams are what keep you going. Most of you have been met with some sort of rejection since the beginning of your coming out process. Yet, you have managed to continue to live a happy and healthy life. Your personal hopes and dreams become a reality.

- If you have a **RED** star, you have fallen into despair. You have been met with rejection during every step process while coming out. Your friends, family, community, and work place have all turned on you. You've become depressed and without any other place to turn, you turn to alcohol and drug abuse.

Eventually, you feel your life is not worth living. If you have a red star, please

tear it up and drop the pieces to the ground. You're now a part of the 40% of suicide victims who are LGBT

<https://lgbtteachingaids.files.wordpress.com/2012/03/coming-out-stars-activity.pdf>

NOTE: *Once the activity has ended, the trainer should take time to have the participants decompress and discuss how they felt during the activity. Precipitation should always be voluntary.*

Know Your Resources

New research on youth development is published daily. Theories and processes change constantly. As educators we serve youth and are committed to finding and using the best possible resources. Many resources exist, specifically online to assist with LGBTQ+ education. A variety of information and organizations are available specifically to educate and train. Health and sexuality issues include a variety of topics beyond LGBTQ+ subjects. A comprehensive guide of sexuality education can be found at <http://unesdoc.unesco.org/images/0026/002607/260770e.pdf> Additionally, most local communities have LGBTQ+ support organizations and outreach groups. Your trainer can provide you with organizations specific to your community.

Find your state's LGBTQ+ Centers

- CENTER LINK
<https://www.lgbtcenters.org/>
- GayGull
<https://www.dailydot.com/irl/transgender-population-in-us/>

Online

- Gay, Lesbian & Straight Education Network (GLSEN)
<https://www.glsen.org/>
- GSA Network
<https://gsanetwork.org/>
- LGBTQ Student Resources & Support
<https://www.accreditedschoolsonline.org/resources/lgbtq-student-support/>
- Bisexual Resource Center (BRC)
<http://biresource.org/>
- Safe Zone
<http://thesafezoneproject.com/about/>
- The Trevor Project
<https://www.thetrevorproject.org/#sm.0000z7ulpf7vfe12x9z15inf3hiq5>
- National Center for Transgender Equality
<https://transequality.org/>

Chapter VI

CURRICULUM DEVELOPMENT

The purpose of the project, in part, was to determine if a curriculum piece for Pennsylvania 4-H LGBTQ+ professional development was needed. The majority of respondents reacted positively to the possibility of having resources and information available. It was determined that some form of resources would benefit Pennsylvania 4-H staff and volunteers.

The curriculum that follows is to provide a systematic process for disseminating information to improve the LGBTQ+ climate of the Pennsylvania 4-H program. These resources and activities are a starting point and can be used as individual pieces, as a whole, or as part of a larger more detailed discussion/training/workshop etc. This information will provide the opportunity for 4-H staff and volunteers to become sensitized and create awareness and inclusivity.

4-H LGBTQ+ Professional Development for Volunteers, Leaders and Staff

INTRODUCTION

LGBTQ+ issues can be addressed independently or as part of a broader diversity discussion. The following curriculum was designed by combining numerous curriculum designs, focusing on LGBTQ+ historical background and 4-H history (Gedro, 2010; GLSEN, 2018). This curriculum is specifically geared toward adult usage.

Background

4-H AS THE PROGRAM MODEL FOR POSITIVE YOUTH DEVELOPMENT

The 4-H Youth Development Program is the youth outreach program from the land-grant institutions' cooperative extension services and the U.S. Department of Agriculture. 4-H serves as a model program for the practice of positive youth development by creating positive learning experiences; positive relationships for and between youth and adults; positive, safe environments; and opportunities for positive risk taking. 4-H National Headquarters is housed in the Division of Youth and 4-H at NIFA. Additional support is provided to 4-H by National 4-H Council (a private, non-profit organization) and conducted through the land-grant university extension 4-H offices.

4-H National Headquarters (4-H HQ) strengthens and promotes healthy youth development to give young people the capacity to act as responsible citizens and agents of community change. By understanding the complex experiences that youth face and by promoting high quality youth leadership development, 4-H HQ helps youth meet the challenges of adolescence and transition to adulthood. Through youth-adult partnerships, the 4-H program connects youth and adults to their communities, preparing them for work and life. The 4-H program is designed to engage youth and adults in intentional, experiential, and inquiry-based learning while providing emerging research to highlight positive youth development. To achieve this, 4-H HQ focuses on three key objectives: Access, equity and opportunity, learning, and program quality and accountability.

Pennsylvania 4-H

Mission: 4-H empowers youth to reach their full potential working and learning in partnership with caring adults. While activities focus mainly on the local 4-H Club,

members may also participate in group activities and events such as fairs, trips, camping, teen leader trainings, fundraising, achievement programs and county, regional and state learning opportunities. PA 4-H follows the rules and regulations of Penn State Extension, including its nondiscrimination policy: *The University is committed to equal access to programs, facilities, admission and employment for all persons. It is the policy of the University to maintain an environment free of harassment and free of discrimination against any person because of age, race, color, ancestry, national origin, religion, creed, service in the uniformed services (as defined in state and federal law), veteran status, sex, sexual orientation, marital or family status, pregnancy, pregnancy-related conditions, physical or mental disability, gender, perceived gender, gender identity, genetic information or political ideas. Discriminatory conduct and harassment, as well as sexual misconduct and relationship violence, violates the dignity of individuals, impedes the realization of the University's educational mission, and will not be tolerated. Gender-based and sexual harassment, including sexual violence, are forms of gender discrimination in that they deny or limit an individual's ability to participate in or benefit from University programs or activities.*

Expectations: A Message from the Director

LGBTQ+ youth are in 4-H. 4-H serves all youth; therefore 4-H serves LGBTQ+ youth. Your role as an adult working and/or volunteering in the 4-H organization is to uphold the mission, vision, and standards of the 4-H organization and Penn State Extension. LGBTQ+ youth often grow up with a lack of role models. It is our duty as youth educators and volunteers to provide mentorship, understanding, support and safe spaces. In addition to this training providing a tool to create a more inclusive 4-H

program, it is to recognize that all people, including those who are LGBTQ+, play an important role in our history and organization and should be celebrated.

As with all volunteer positions, yours is one of the upmost honor. You are charged with leading youth. LGBTQ+ youth, are at risk youth. LGBTQ+ youth are challenged by the same issues that heterosexual youth face but are compounded by additional factors, such as discrimination, harassment, and bullying. These factors lead to LGBTQ+ youth more susceptible to depression, anxiety, psychosomatic issues and even suicide. As a volunteer, it is the expectation of the 4-H program that you prepare yourself to work with all youth through trainings and professional development. As an Educator or volunteer you may have parents asking for information, resources and expertise. The information in this curriculum can help you be prepared.

The following resources will provide a general understanding of LGBTQ+ history, terminology, and the challenges LGBTQ+ youth experience. Know your limitations and embrace life-long learning. Research tells us that trainings assist educators and staff to reconcile their own feelings related to gender diversity (Cianciotto & Cahill, 2012).

Thank you for your willingness to grow, learn and always see the best, become better!

LGBTQ+ History

(Note: October is LGBTQ+ history month)

Please reference LGBTQ Timeline here:

<https://www.glsen.org/sites/default/files/LGBTQ-History-Timeline-References.pdf>

[For an additional activity on LGBTQ+ History: https://www.glsen.org/article/lgbtq-history-timeline-lesson](https://www.glsen.org/article/lgbtq-history-timeline-lesson)

History tells us that there is evidence of same-sex sexual activity and same-sex love, whether accepted or persecuted, in every culture (Morris, 2018). In the United States, in 1924 the first documented gay rights organization was born, *The Society of Human Rights*. Other societies and organizations followed suit, yet in 1952 The American Psychiatric Association deemed homosexuality a sociopathic personality disturbance. It wasn't until 1973 that this diagnosis was removed (APA. 2003).

There are many historical figures who identified as LGBTQ+: Alexander the Great, Leonardo da Vinci, James Baldwin, Billie Holiday, Michelangelo, Sally Ride, James Dean, Eleanor Roosevelt, Greta Garbo, William Butler Yeats, Alan Turing, Walt Whitman, and Julius Caesar to name a few.

While LGBTQ+ rights have become more prominent on the political stage and in the news, there are still many struggles for the population in general. LGBTQ+ youth are at risk youth. These youth cope with large amounts of bullying, stress, anxiety and suicidal issues.

The following resources are to assist in nurturing the LGBTQ+ youth population in Pennsylvania 4-H and provide an inclusive climate.

AG KIDS ARE LGBTQ+

The Facts

- Approximately 5-10% of the general population is lesbian, gay, bisexual or transgender. This is roughly nine million people in the U.S.

- An estimated 1% of the population in America is confirmed as transsexual
- 42% of people who are LGBT report living in an unwelcoming environment
- There are more than 650,000 same sex couples in the U.S.
- Approximately one million children in the U.S. are being raised by same-sex couples

Youth

- 30% of gay youth attempt suicide near the age of 15
- Suicide is the leading cause of death among gay and lesbian youth, nationally
- Gay or lesbian teens are 50% more likely to use alcohol and three times more likely to use marijuana than heterosexual teens. They are also more likely to be homeless.
- Up to 50% of LGBTQ+ youth smoke
- 80% of gay and lesbian youth report severe social isolation
- Six in ten LGBT students report feeling unsafe at school because of their sexual orientation.
- Cyber bullying of LGBT youth is three times higher than other students' experience and 42% of LGBTQ+ youth have experienced it.
- LGBTQ+ youth have the same developmental challenges as heterosexual youth. Additionally, they receive limited support from family, peers, teachers etc., struggle with a comfortable sense of identity and have limited LGBTQ role models.
- 20-40% of all homeless youth identify as LGBTQ+
- 90% of teens who are LGBT come out to their close friends.

Knowing Someone is LGBTQ+

There is no way of knowing if someone is LGBTQ+ unless they tell you. The goal is to be open and honest and protect our youth. If a youth is in danger because they are being perceived as LGBTQ+, it is your responsibility to take action and create a safe space/situation for that youth and all youth within the 4-H program.

Creating a Safe Space

Creating a comfortable inclusive environment is a simple task. Numerous research surveys say that LGBTQ+ youth immediately feel at ease when they have visual signs that they are welcome. Even a sticker on a door indicates that it is an open and welcoming space.

Terminology

Language is ever changing. Listed below are the current, most frequently used vocabulary words and definitions used in relationship to the LGBTQ+ community. The term LGBTQ was adopted in the 1990s and refers to lesbian, gay, bisexual, and transgender (and queer or questioning) people. This acronym though is not all encompassing and tends to change. **Sometimes the plus sign is used for inclusivity.** For additional information on terminology please familiarize yourself with these vocabulary words by seeking out these sites:

<https://www.thetrevorproject.org/#sm.0000z7ulpf7vfe12x9z15inf3hiq5>

<https://www.hrc.org/resources/glossary-of-terms>

LGBTQ+ Terms and Definitions (taken directly from the TREVOR Project)

Here are some key terms that relate to the LGBTQ community. Keep in mind that there are many ways to define these common words and phrases. Remember, the only person who has the power to label you, is YOU!

Asexual: A term describing individuals who do not experience sexual attraction or do not have interest in or desire for sex. Asexuality is different from celibacy, which means abstaining from sex. Asexuality is often viewed as a spectrum – meaning there are varying levels and identities regarding someone’s emotional, spiritual and romantic attraction. The best way to refer to the asexual community is to use the umbrella term “ace” or “aces” as in the “ace community,” which acknowledges that spectrum.

Binary System: A binary system is something made up of two opposing parts. Gender (man/woman) and sex (male/female) are examples of binary systems.

Bisexual: A term that describes someone who is attracted to both men and women, or to more than one gender identity.

Cisgender: A person who identifies with the sex they were assigned at birth. For example, if you were told you were “male” at birth and still identify that way, you would be cisgender.

Gay: In the past, only men who are attracted to men have used the word “gay.” Now, it is common for “gay” to be used by anyone who is attracted to their same sex or gender.

Gender: An idea created by society (A.K.A. a social construct) that tells us what certain genders are “supposed” to be like, based on a group of emotional, behavioral and cultural characteristics (like how we express our feelings or how we dress).

Gender Expression: How we express our gender identity on the outside.

Gender Identity: Our internal, personal sense of what our gender is. Everyone has a gender identity.

Gender Non-Conforming: Describes a person whose gender expression is, or appears to be, different from what we would expect from their assigned gender. Other terms include “gender variant” or “gender diverse.”

Genderqueer: A term that describes someone whose gender identity is not just a man or a woman. This identity can mean different things to different people.

Intersex: Describes a condition in which a person is born with a sex that doesn’t fit the typical definitions of female or male due to genetic, hormonal or anatomical differences.

Lesbian: A woman who is predominantly attracted to other women. Some women prefer the term “gay” – it’s all up to you and what fits your identity best.

Non-Binary: Anything that falls outside of the binary system (see definition above).

Intersex, genderqueer, and bisexuality are all examples of non-binary identities.

Pansexual: Describes people who are capable of being attracted to multiple sexes or gender identities.

Sexual Orientation: Describes a person’s physical, romantic, emotional, and/or spiritual attraction to another person. Everyone has a sexual orientation.

Transgender (Trans): An umbrella term used to describe people whose true gender identity does not “match” the sex or gender they were assigned at birth. Many identities

fall under the transgender umbrella, which are often designated with an asterisk after the abbreviation, “trans.” However, not all genderqueer or non-binary people identify as transgender – and some people who have transitioned to their true gender choose to identify as just a “man” or “woman” instead of transgender. Always be respectful of how someone chooses to identify, and use their preferred identity, name, and pronouns.

Transitioning: The social, legal, and/or medical process a trans* person may go through to make their gender identity fit their gender expression, presentation, or sex. This word means many different things to different people, and a person doesn’t have to experience all or any of these common transitioning elements to identify as their true gender.

Queer: A broad term that is inclusive of people who are not straight and/or cisgender. In the past this word was used as discriminatory. Today the word is often used in a positive way by folks who identify as queer as well as by allies of queer/LGBTQ people, however, some people still feel that it is a word that carries negative weight.

Questioning: A person who may be processing or questioning their sexual orientation and/or gender identity.

TEST YOUR KNOWLEDGE

LGBTQ+ Terms and Definitions Matching Quiz

Match the term to its correct definition

1 Asexual _____ Our internal, personal sense of what our gender is.
Everyone has a gender identity.

2 Binary System _____ A term describing individuals who do not experience sexual attraction or do not have interest in or desire for sex. Asexuality is different from celibacy, which means abstaining from sex. Asexuality is often viewed as a spectrum – meaning there are varying levels and identities regarding someone’s emotional, spiritual and romantic attraction. The best way to refer to the asexual community is to use the umbrella term “ace” or “aces” as in the “ace community,” which acknowledges that spectrum.

3 Bisexual _____ A binary system is something made up of two opposing parts. Gender (man/woman) and sex (male/female) are examples of binary systems.

4 Cisgender _____ How we express our gender identity on the outside.

- 5 Gay _____ Describes people who are capable of being attracted to multiple sexes or gender identities.
- 6 Gender _____ The social, legal, and/or medical process a trans* person may go through to make their gender identity fit their gender expression, presentation, or sex. This word means many different things to different people, and a person doesn't have to experience all or any of these common transitioning elements to identify as their true gender.
- 7 Gender Expression _____ A term that describes someone whose gender identity is not just a man or a woman. This identity can mean different things to different people.
- 8 Gender identity _____ A broad term that is inclusive of people who are not straight and/or cisgender. In the past this word was used as discriminatory. Today the word is often used in a positive way by folks who identify as queer as well as by allies of queer/LGBTQ people, however, some people still feel that it is a word that carries negative weight.

9 Gender Non-Conforming _____ A woman who is predominantly attracted to other women.

Some women prefer the term “gay” – it’s all up to you and what fits your identity best.

10 Genderqueer _____ Describes a condition in which a person is born with a sex that doesn’t fit the typical definitions of female or male due to genetic, hormonal or anatomical differences

11 Intersex _____ In the past, only men who are attracted to men have used the word “gay.” Now, it is common for “gay” to be used by anyone who is attracted to their same sex or gender

12 Lesbian _____ A term that describes someone who is attracted to both men and women, or to more than one gender identity.

13 Non-Binary _____ An umbrella term used to describe people whose true gender identity does not “match” the sex or gender they were assigned at birth. Many identities fall under the transgender umbrella, which are often designated with an asterisk after the abbreviation, “trans.” However, not all genderqueer or non-binary people identify as transgender – and some people who have transitioned to their true gender

choose to identify as just a “man” or “woman” instead of transgender. Always be respectful of how someone chooses to identify, and use their preferred identity, name, and pronouns.

14 Pansexual

_____ An idea created by society (A.K.A. a social construct) that tells us what certain genders are “supposed” to be like, based on a group of emotional, behavioral and cultural characteristics (like how we express our feelings or how we dress).

15 Sexual Orientation

_____ A person who identifies with the sex they were assigned at birth. For example, if you were told you were “male” at birth and still identify that way, you would be cisgender

16 Transgender (Trans)

_____ Describes a person’s physical, romantic, emotional, and/or spiritual attraction to another person. Everyone has a sexual orientation.

17 Transitioning

appears

_____ Describes a person whose gender expression is, or

to be, different from what we would expect from their assigned gender. Other terms include “gender variant” or “gender diverse.”

18 Queer _____ Anything that falls outside of the binary system (see definition above). Intersex, genderqueer, and bisexuality are all examples of non-binary identities

19 Questioning _____ A person who may be processing or questioning their sexual orientation and/or gender identity.

ACTIVITY

The experiences of LGBTQ+ youth are unique. The following activity is to give insight and a general understanding of some of the issues that LGBTQ+ youth face.

Coming Out Stars Activity

First, let each person pick their own star, they should have the choice of Blue, Orange, Red, or Purple stars. Once they have picked their star, read the following instructions to them

7. Imagine that this star represents your world. You are the center of this world and the things or people that are the most important to you are each point of the star, so put your name in the middle of the star.
8. Now, pick one of the points of the star. It doesn't matter which point you choose, a very close friend that you tell everything to. Write their name on this point.

9. Choose another. This point represents a community you belong to. This community could be the church you go, a club you belong to, or even something as simple as “my friends.”
10. For the third point of your star will be a specific family member. This family member can be any family member that you trust and make you happy when you're sad and are the one that you confide your secrets to. Write their name down.
11. The fourth star belongs to the job you want. This can be a current job you have or one that you've always wanted. Regardless of what it is, write it down on this point.
12. On the last point that you have, write down any dreams and hopes that you have. You can put down as many things on this point as you wish.

Once each person has finished writing on the points of their stars, have them stand up and stand in a circle. Tell them that they cannot talk until the end of this activity and that each of them are Gay or Lesbian and are about to go through the process of coming out.

Scenario #1 You decided that it will be the easiest to tell you friends first. These friends have always been there for you and you feel they have a right to know your sexual orientation.

- If you have a **BLUE** star, your friend has no problem with the news. They've suspected it for a while and thank you for sharing. They also don't act any differently toward you and around you since they accept you for who you are.

- If you have an **ORANGE** or **PURPLE** star, your friends are kind of hesitant. They're a little irritated that it took you so long to tell them; however, you're confident that they'll come to terms with this news. Please fold back this point of your star.

- If you have a **RED** star, you're met with anger and disgust. This friend – who has been by your side through good and bad – tells you that being LGBT is wrong and they can't be associated with anyone like that. If you have a red star, please tear off this side and drop it on the ground. This friend is no longer a part of your life.

Scenario #2 With most of you having such good luck with your friends, you decide that your family deserves to know. You decide to turn to your closet family member first so that it will be easier to come out.

- If you have a **PURPLE** star, the conversation doesn't go exactly how you planned. Several questions are asked as to how this could have happened, but after some lengthy discussion with this person who is close to you seems slightly more at ease with this information. Fold this point of your star back since this person will be an ally in time.

- For those of you that have **BLUE** stars, this family member embraces you. They are proud that you have decided to come out of the closet and let you know that they will always be there for you.

- If you have an **ORANGE** or **RED** star, your family rejects the thought of being related to a person who is LGBT. Much like some of your friends, they are

disgusted at this. Some of you are thrown out of your house or disowned. You're now a part of the 42% homeless youth who identify as LGBT. If you an orange or red star, please tear off this side and drop it to the ground.

Scenario #3 Having told your friends and family, the news of you coming out has been spread around. Members of your community are aware of your sexual orientation.

- If you have a **PURPLE** or **BLUE** star, your sexual orientation is accepted by your community. They embrace this news with positivity.
- If you have an **ORANGE** star you are met with mixed responses. Some accept you and some don't know what to think. You remain a part of this society, but it will take some time for you to be accepted as you once where. If you have an orange star, please fold back this point.
- If you have a **RED** star, your community reacts with hatred. They tell you that you don't belong to this community. The people who have support through everything no longer speak to you or acknowledge you. If you have a red star, tear off this side and drop it to the ground.

Scenario #4 The rumors are still flying around about you coming out. In the past, you have confronted rumors, but you're not sure if you should confront these rumors because they could have a harmful impact. However, you don't have a choice.

- If you have a **RED** or **ORANGE** star, you continue to work as if nothing has changed. But, one day, you show up to work and you're informed that you have been fired. Any personal belongings you had at work are now boxed up and you

are asked to remove yourself from the property. If you have a red or orange star, please rip off this point and let it drop to the ground.

- If you have a **BLUE** star, your coworkers begin to approach you and let you know that they've heard the rumors and they don't care about them. They will support you and your bosses react the same way.

- If you have a **PURPLE** star, your workplace becomes very interesting: Everyone seems to think that you're lesbian or gay, even though you haven't confirmed or denied the rumors. Some people speak to you less, yet the environment doesn't seem to have changed too drastically. If you have a purple star, please fold back this point.

Scenario #5 Now, your future lies ahead of you as a member of the LGBT community. Your hopes, dreams, and wishes for the perfect life remain for some of you.

- If you have a **PURPLE, BLUE, or ORANGE** star, these hopes and dreams are what keep you going. Most of you have been met with some sort of rejection since the beginning of your coming out process. Yet, you have managed to continue to live a happy and healthy life. Your personal hopes and dreams become a reality.

- If you have a **RED** star, you have fallen into despair. You have been met with rejection during every step process while coming out. Your friends, family, community, and work place have all turned on you. You've become depressed and without any other place to turn, you turn to alcohol and drug abuse.

Eventually, you feel your life is not worth living. If you have a red star, please

tear it up and drop the pieces to the ground. You're now a part of the 40% of suicide victims who are LGBT

Know Your Resources

New research on youth development is published daily. Theories and processes change constantly. As educators we serve youth and are committed to finding and using the best possible resources. Many resources exist, specifically online to assist with LGBTQ+ education. A variety of information and organizations are available specifically to educate and train. Health and sexuality issues include a variety of topics beyond LGBTQ+ subjects. A comprehensive guide of sexuality education can be found at <http://unesdoc.unesco.org/images/0026/002607/260770e.pdf> Additionally, most local communities have LGBTQ+ support organizations and outreach groups. Your trainer can provide you with organizations specific to your community.

Find your state's LGBTQ+ Centers

- CENTER LINK
<https://www.lgbtcenters.org/>
- GayGull
<https://www.dailydot.com/irl/transgender-population-in-us/>

Online

- Gay, Lesbian & Straight Education Network (GLSEN)
<https://www.glsen.org/>
- GSA Network
<https://gsanetwork.org/>
- LGBTQ Student Resources & Support
<https://www.accreditedschoolsonline.org/resources/lgbtq-student-support/>
- Bisexual Resource Center (BRC)
<http://biresource.org/>

- Safe Zone
<http://thesafezoneproject.com/about/>
- The Trevor Project
<https://www.thetrevorproject.org/#sm.0000z7ulpf7vfe12x9z15inf3hiq5>
- National Center for Transgender Equality
<https://transequality.org/>

REFERENCES

- ACLU (2017). *Know Your Rights*. Retrieved from <https://www.aclu.org/>
- American Psychological Association (2003). *Being Gay Is Just as Healthy as Being Straight*. Retrieved from <http://www.apa.org/research/action/gay.aspx>
- Andres, L. (2012). *Designing & Doing Survey Research*. SAGE Publications Ltd. 45-60 Retrieved from <http://methods.sagepub.com/book/designing-and-doing-survey-research>
- Babbie, E. (1998). *The Practice of Social Research*. Belmont, CA: Wadsworth Publishing Company.
- Burwick A., Gates G., Baumgartner S., & Friend D. (2014). *Human Services for Low-Income and At-Risk LGBT Populations: The Knowledge Base and Research Needs*. Project Brief. OPRE Report Number 2014-84. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.
- Carrion V.G., Weems C.F., & Reiss A.L. (2007). Stress Predicts Brain Changes in Children: A Pilot Longitudinal Study on Youth Stress, Posttraumatic Stress Disorder, and the Hippocampus *AAP News and Journals Gateway*, 119 (3).
- CDC (2015). *Health Risks Among Sexual Minority Youth*. Retrieved from <https://www.cdc.gov/healthyouth/disparities/smy.htm>
- Child Trends (2016). Retrieved from <https://www.childtrends.org/measuring-the-lives-of-lgbt-youth/>
- Cianciotto J., & Cahill S. (2012) *LGBT Youth in America's Schools*. University of Michigan Press. 5-15.

- Cohen D, Crabtree B. (2006). "Qualitative Research Guidelines Project."
Retrieved from <http://www.qualres.org/HomeSemi-3629.html>
- Converse, J. M. & Presser, S. (1986). Survey Questions: Handcrafting the
Standardized Questionnaire Sage University Paper series on Quantitative
Applications in the Social Sciences, 07-063. Thousand Oaks, CA: SAGE
Publications
- Creswell, J. W. (Academic). (2011). When should I choose a mixed
methods approach? [Streaming video]. Retrieved from SAGE Research Methods.
- Creswell, J. W. & Miller, D. L. (2000). Determining validity in qualitative inquiry.
Theory into Practice, 39(3), 124-131.
- D'Augelli A.R. (2005). Stress and Adaptation Among Families of Lesbian, Gay, and
Bisexual Youth *Journal of GLBT Family Studies* 1(2).
- Sade, C. (2011) Data On Same-Sex Couples Reveal Changing Attitudes. *NPR*
Retrieved from <http://www.npr.org/2011/09/30/140950989/data-on-same-sex-couples-reveal-changing-attitudes>
- Davies, D., & Dodd, J. (2002). Qualitative research and the question of rigor. *Qualitative
Health research*, 12(2), 279-289.
- Denzin, N.K. & Lincoln, Y.S. (2000). *Handbook of Qualitative Research*, 2nd
edition, Thousand Oaks, CA: Sage
- Do Something.ORG. (2018). *11 Facts LGBT Life In America*.
Retrieved from <https://www.dosomething.org/facts/11-facts-lgbt-life-america>
- Earnshaw A., Bogart L.M., Poteat V.P, Reisner S.L. & Schuster M.A. (2016). Bullying

Among Lesbian, Gay, Bisexual, and Transgender. *Pediatric Clinics of North America* 63(6) 999-1010. Retrieved from

<https://www.ncbi.nlm.nih.gov/pubmed/27865341>

Eisenberg M., Gower A., Brown C., Wood B., & Porta C. (2017). They Want to Put a Label on It: Patterns and Interpretations of Sexual Orientation and Gender Identity Labels Among Adolescents. *Journal of Adolescent Health*. 60(2), 27 – 28.

Eisner, E. (1991). *The enlightened eye: Qualitative inquiry and the enhancement of educational practices*. New York: Macmillan.

Equality Pennsylvania (2018). *Building Safe Schools*. Retrieved from

<http://equalitypa.org/what-we-do/building-safe-schools/>

Etikan I., Musa S.A., & Alkassim R.S. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*. 5(1), 1-4.

Evans, C. B. R., & Chapman, M. V. (2014). Bullied youth: The impact of bullying through lesbian, gay, and bisexual name calling. *American Journal of Orthopsychiatry*, 84(6), 644-652.

Fowler F.J. Jr. (2014). *Survey Research Methods*. Thousand oaks, CA: SAGE.

Gedro J. (2010). Understanding, Designing, and Teaching LGBT Issues. *Advances*

in Developing Human Resources 12(3) 352–366. Retrieved from

<http://www.sagepub.com>

Gini G., & Pozzoli T., (2013), *Bullied Children and Psychosomatic Problems: A*

Meta-analysis *American Academy of Pediatrics*, 132(4), Retrieved from
<http://pediatrics.aappublications.org/content/pediatrics/132/4/720.full.pdf>

GLSEN (2006). *From Teasing to Torment: A Report on School Climate in Pennsylvania*.
New York: GLSEN.

GLSEN (2011). *School Climate in Pennsylvania (Research Brief)* New York: GLSEN

Haas A.P., Eliason M., Mays V.M., Mathy R.M., Cochran S.D., D'Augelli A.R.,

Silverman M.M., Fisher P.W., Hughes T., Rosario M., Russell S.T., Malley E.,
Reed J., Litts D.A., Haller E., Sell R.L., Remafedi G., Bradford J., Beautrais A.L.,
Brown G.K., Diamond G.M., Friedman M.S., Garofalo R., Turner M.S.,
Hollibaugh A., & Clayton P.J. (2010). Suicide and Suicide Risk in Lesbian, Gay,
Bisexual, and Transgender Populations: Review and Recommendations. *Journal
of Homosexuality*, 58(1).

Harvard University Program on Survey Research (2007). Tip Sheet on Question
Wording Retrieved from

https://psr.iq.harvard.edu/files/psr/files/PSRQuestionnaireTipSheet_0.pdf

Hatzenbuehler M.L., & Keyes K.M. (2013) Inclusive Anti-bullying Policies and Reduced
Risk of Suicide Attempts in Lesbian and Gay Youth. *Journal of Adolescent
Health*, 53(1), S21-S26.

HHS.gov (2016). Health & Well-being for Lesbian, gay, Bisexual and Transgender
Americans. Retrieved from [https://www.hhs.gov/programs/topic-
sites/lgbt/index.html](https://www.hhs.gov/programs/topic-sites/lgbt/index.html)

Institute for Applied Research in Youth Development (2013). *The Positive*

Development of Youth: Comprehensive Findings from the 4-H Study of Positive Youth Development. Retrieved from http://cdn.4-h.org/wp-content/uploads/2016/02/4-H-Study-of-Positive-Youth-Development-Fact-Sheet.pdf?_ga=2.260003722.1472465299.1499966350-344354303.1488392012

- Kelley, K., Clark B., Brown V., Sitzia. J. (2003). Good practice in the conduct and reporting of survey research, *International Journal for Quality in Health Care*, 15(3), 261–266. Retrieved from <https://doi.org/10.1093/intqhc/mzg031>
- Koch, T. (1994). Establishing Rigor in Qualitative Research: The Decision Trail. *Journal of Advanced Nursing*, 24, 174-184.
- Lambda Legal (2015). Getting Down to Basics: Tools to Support LGBTQ Youth in Care. LGBTQ Youth Risk Data. Retrieved from http://www.lambdalegal.org/sites/default/files/lgbtq_youth_risk_data_2015.pdf
- Lavrakas, P. J. (2008). *Encyclopedia of survey research methods* Thousand Oaks, CA: SAGE Publications Ltd.
- Lerner M., Dowling E.M., & Anderson P.M., (2003) Positive Youth Development: Thriving as the Basis of Personhood and Civil Society, *Applied Developmental Science*, 7(3), 172-180.
- Lincoln, Y. S. (1995). Emerging criteria for quality in qualitative and interpretive research. *Qualitative Inquiry*, 3, 275-289.
- Lincoln, Y. S., & Guba, E. A. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage
- Losby J., & Wetmore A. (2012). CDC Coffee Break: Using Likert Scales in Evaluation Survey Work. Retrieved from https://www.cdc.gov/dhdsp/pubs/docs/cb_february_14_2012.pdf
- Love, Lisa J., "Creating Safe and Welcoming Schools for LGBTQ Youth" (2015).

- National Youth-At-Risk Conference, West*. Retrieved from https://digitalcommons.georgiasouthern.edu/nyar_vegas/2015/urban/5
- Malterud K., Siersma V.D, & Guassora A.D. (2016). Qualitative sample size in qualitative interview studies: Guided by information power health research. *26(13) 1753-1760*.
- Marshall, C. (1990). Goodness criteria: Are they objective or judgement calls? In E. G. Guba (Ed.), *The paradigm dialog* 188-197. Newbury Park, CA: Sage
- McCammon, B. "Semi-Structured Interviews." Edited by C Keene, *Semi-Structured Interviews Design Research Techniques*. Retrieved from designresearchtechniques.com/casestudies/semi-structured-interviews/.
- Meyer, I. H. (2003). Prejudice, social stress, and mental health in lesbian, gay, and bisexual populations: Conceptual issues and research evidence. *Psychological Bulletin, 129(5)*, 674–697. <http://doi.org/10.1037/0033-2909.129.5.674>
- Morris B.J. (2018). History of lesbian, gay, bisexual and transgender social Movements. *American Psychological Association*. Retrieved from <http://www.apa.org/pi/lgbt/resources/history.aspx>
- NAMI (2018). How do mental health conditions affect the LGBTQ community? Retrieved from <https://www.nami.org/find-support/LGBTQ>
- Pew Research Center (2013). *A Survey of LGBT Americans*, 1-19. retrieved from <http://www.pewsocialtrends.org/2013/06/13/a-survey-of-lgbt-americans/>
- Russell S.T., & Fish J.N. (2016). Mental health in lesbian, gay, bisexual, and transgender (LGBT) Youth. *Annual Review of Clinical Psychology* 12, 465-487. Retrieved from <https://doi.org/10.1146/annurev-clinpsy-021815-093153>

- Paceley, M.S. (2016). Gender and sexual minority youth in nonmetropolitan communities: Individual and community-level needs for support. *Families in Society*, 97(2), 77-85.
- Patton, M. Q. (2002). *Qualitative evaluation and research methods* (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Pennsylvania Youth Congress (2011-2017). Retrieved from <http://payouthcongress.org/>
- Pew Research Center (2013). 2013 A Survey of LGBT Americans. Retrieved from <http://www.pewsocialtrends.org/2013/06/13/a-survey-of-lgbt-americans/>
- Popay, J., Rogers, A., & Williams, G. (1998). Rationale and standards for the systematic review of qualitative literature in health services research. *Qualitative Health Research*, 8, 341-351.
- Quinn J. (1999). When need meets opportunity: Youth development Programs for Early Teens. *The Future of Children*, 96-116. Retrieved from https://www.princeton.edu/futureofchildren/publications/docs/09_02_08.pdf
- Rand J. (2017). For LGBT youth, safe spaces can be hard to find. Retrieved from <http://blog-youth-development-insight.extension.umn.edu/2017/02/for-lbgt-youth-safe-spaces-can-be-hard.html>
- Russell B.H., (2011). Research methods in anthropology: qualitative and quantitative approaches front matter *Research Methods. Anthropology Research Methods in Anthropology Qualitative and Quantitative Approaches*. 5th ed.
- Russell, S. T. and Joyner, K. (2001). Adolescent sexual orientation and suicide risk: Evidence from a national study. *American Journal of Public Health*, 91(8), 1276–1281.

- Sadowski M., Chow S., & Scanlon C.P. (2009) Meeting the Needs of LGBTQ Youth: A “Relational Assets” Approach, *Journal of LGBT Youth*, 6(2-3), 174-198.
- Seale, C. (1999). Quality in qualitative research. *Qualitative Inquiry*, 5(4), 465-478.
- Schutt, R. K. (2009). Investigating the social world: The process and practice of research. Thousand Oaks, CA: Pine Forge Press.
- Steinke J., Root-Bowman M., Estabrook S., Levine D.s., & Kantor L.M. (2017). Meeting the Needs of Sexual and Gender Minority Youth: Formative Research on Potential Digital Health Interventions. *Planned Parenthood Federation of America, Inc.*, New York, New York.
- Steinmetz K. (2016). How many Americans are Gay? *TIME*. Retrieved from <http://time.com/lgbt-stats/>
- Stenbacka, C. (2001). Qualitative research requires quality concepts of its own. *Management Decision*, 39(7), 551-555.
- The Daily Dot (2014). How Big is the Transgender population, Really? Retrieved from <https://www.dailydot.com/irl/transgender-population-in-us/>
- The Fenway institute. The Fenway Guide to LGBT Health Module 4. Retrieved from <http://www.lgbthealtheducation.org/wp-content/uploads/Module-4-Caring-for-LGBTQ-Youth.pdf>
- The Safe Zone (2017) Retrieved from <http://thesafezoneproject.com/>
- The Washington Post (2017). What the latest research really says about LGBTQ youth in schools. Retrieved from https://www.washingtonpost.com/news/answer-sheet/wp/2017/12/06/what-the-latest-research-really-says-about-lgbtq-youth-in-schools/?utm_term=.c3fa9ed0950d

- True Colors Fund (2017) Retrieved from <https://truecolorsfund.org/our-issue/>
- Wengraf T. (2001). Qualitative Research Interviewing: Biographic Narrative and Semi-Structured Methods, SAGE, 424
- Willis, J. (2007). Foundations of Qualitative Research: Interpretive and Critical Approaches. Thousand Oaks, CA: Sage
- Will Fellows; in Farm Boys: Lives of Gay Men From the Rural Midwest, Homosexuality: Lesbians and Gay Men in Society, History, and Literature (Madison, WI: University of Wisconsin, Madison, 1996)
- Wordpress.com (2017). LGBT teaching Aids. Retrieved from https://lgbtteachingaids.files.wordpress.com/2012/03/coming_out-stars-activity.pdf
- Youth.GOV LGBT (2018) Retrieved from <https://youth.gov/youth-topics/lgbtq-youth>

Appendix A

Survey on Lesbian, Gay, Bisexual and Transgender (LGBT) Youth Professional Development for 4-H Adult Volunteers

Please check all that apply

I am: Male _____ Female _____ Gender Questioning _____ Other _____

I am: 18-30 _____ 31-43 _____ 44-56 _____ 57-69 _____ 70+ _____

I live: Rural _____ Farm _____ Town _____ Suburbs _____ City _____

I have a: HS Diploma _____ Bachelor's _____ Master's _____ Ph.D. _____
Other _____

To what extent do you agree or disagree with the following statements?

(Please check the box that best represents your opinion)

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have a good understanding of the majority of these terms: Lesbian, gay, bisexual, transgender					
I have used the term "gay" to refer to a homosexual male					
I have used the term "lesbian" to refer to a homosexual female					
I have used the term "bisexual" to refer to a those who are transgender					
I have used the term "transgender" to refer to a person who dresses in the opposite sex's clothing					
There are Lesbian , Gay, Bisexual, Transgender (LGBT) youth in PA 4-H					
I have worked with LGBT youth in PA 4-H					
I feel comfortable working with LGBT 4-H youth					
There is a need for LGBT professional development for 4-H staff and volunteers					
I will use/implement LGBT professional development in my county if resources are available					

Thank you for taking the time to complete this survey!

Appendix B

Mya R. Swires

Interview Script

Key informants and action informants. Semi-Structured format

Introduction:

The purpose of this interview is to glean insight into the 4-H climate throughout the state of Pennsylvania in regard to LGBTQ youth and determine LGBTQ attitudes and experiences among the 4-H adult population as well as determining whether or not there is a need for LGBTQ adult professional development.

Interview:

Please share how you are affiliated with the PA 4-H program. (staff, volunteer, alum, parent)

1. Are you familiar with the acronym LGBTQ? If so can you tell me your understanding of this term?
 - a. How comfortable are you using LGBTQ language and terminology?
 - b. How comfortable are you talking about LGBTQ issues? The community?

2. Have you come in contact with any 4-H LGBTQ youth members during your time with the PA 4-H program? If yes, can you tell me about one of those experiences?

<ol style="list-style-type: none">a. <i>In extension?</i>b. <i>Ag?</i>c. <i>FFA?</i>d. <i>Related work?</i>	<ol style="list-style-type: none">a. <i>Describe the demographics of the youth</i>b. <i>Good student? Good member? Successful?</i>c. <i>Require additional help? More attention?</i>d. <i>Differences? Relate to other members? Fitting in?</i>
--	--

3. Have you come in contact with those who identify as LGBTQ, who are not youth during your time with the PA 4-H program? If yes, please tell me about your experience.

<ol style="list-style-type: none">a. <i>In extension?</i>b. <i>Ag?</i>c. <i>FFA?</i>d. <i>Related work?</i>	<ol style="list-style-type: none">a. <i>Describe the demographics of the person</i>b. <i>Differences? Relating to others?</i>c. <i>Interactions with adults? Youth?</i>
--	---

4. Do you think that the PA 4-H program is a welcoming organization for LGBTQ youth? Why?
 - a. *Knowledgeable staff? Trained, prepared?*
 - b. *Diverse staff-are there LGBTQ staff?*
 - c. *Inclusive?*
 - d. *Safe environment*

