

**Minutes for NCDC 229 Annual Meeting  
October 7th-9<sup>th</sup>, 2015  
Minneapolis, MN**

**Wednesday, October 7<sup>th</sup>**

*Present: Ramona Faith Oswald, Jenifer McGuire, Anisa Zvonkovic, Jasmine Routon*

**A. Overview of meeting plan/agenda**

**Thursday, October 8<sup>th</sup>**

*Present: Ramona Faith Oswald, Jenifer McGuire, Erika Grafsky, Anisa Zvonkovic, Russ Toomey, Melissa Curran (Skype), Courtney Cuthbertson, Andy Reilly, and Jasmine Routon.*

**A. Welcome from Ramona Oswald**

**B. Schedule Overview from Jasmine Routon**

**C. State Introductions/ Getting Acquainted (Prompted to share their interests, skills, resources, and experiences)**

1. Ramona Oswald- University of **Illinois**; Department of Human Development and Family Studies.
  - Invested because community support is vital to health and well-being of LGBT people and their families
  - Brings two decades of experiences studying non-metro LGBT lives through Rainbow Illinois and other various projects.
  - Qualitative (GT and narrative); Quantitative (survey)
  - Other multistate research projects: NC1171
  - Access to Hatch Support and Research Assistant
2. Jenifer McGuire- University of **Minnesota**; Department of Family Social Science
  - Focuses research on Trans\* youth (clinical, school, community contexts)
  - Research and outreach experience; Quantitative and Qualitative
  - Other projects: Trans Youth Study, Translifeline
  - Access to AES student funding/research funds
  - Extension appointment- link to statewide educators; regional outreach centers
3. Erika Grafsky- **Virginia** Tech; Department of Human Development
  - Focuses research on LGBQ+ youth/young adults, couples, and families (clinical, family, and community contexts)
  - Qualitative and mixed methods; intervention development/testing
  - Access to student research team
  - Connection to VA extension, 4-H educator needs assessment
  - Other project: Rural queer youth
4. Anisa Zvonkovic- **Virginia** Tech
  - Experience on other multistate projects that focused on rurality: NC117- Rural women speak about health, W167- socioeconomic stress of rural families
5. Russ Toomey- University of **Arizona**, Department of Family studies and Human Development; Norton School of Family and Consumer Sciences
  - Focuses research on well-being and psychosocial development among SGM youth and youth of color

- Intersectionality approach
  - Advanced quantitative statistics and measurement development
6. Melissa Curran (Skyped in during group work)- University of **Arizona**
    - Interpersonal and family relations; transition to parenthood
    - Romantic relationships and health; experiences of cancer in family system
    - Relationship sacrifices/relationship quality
  7. Courtney Cuthbertson- **Michigan** State University/ Extension
    - Sociology- specialization in mental health, race, class, and gender
    - USDA NIFA/SAMHSA project: developed community monitoring system for mental health and substance abuse; partners at 20 land grant universities.
    - Qualitative (extended case method, grounded theory, ethnography); Quantitative (logistic regression).
    - Past research has focused on LGBT community climate and community openness to LGBT people in non-metro areas.
  8. Andy Reilly- University of **Hawaii**- Manoa
    - Focuses research on constructs of masculinity/femininity as they affect body image, social anxiety, and internalized homophobia
    - Appearance-related victimization
    - Qualitative; Quantitative; Grounded Theory
    - Theoretical development, editing, writing, and data collection
  9. Jasmine Routon- doctoral student at the University of **Illinois**, HDFS
    - Sociological background
    - Focus research on LGBT well-being, rurality, and community belonging
    - Interested in romantic relationships as linked to visibility in rural areas
    - Worked on qualitative and quantitative projects where I have generated a survey/collected data as well as coded interviews.

#### **D. Overview of what a multistate project entails (how they work, our charge, best practices)**

1. Multistate project defined: a multistate research project involves researchers from two or more states who are mutually responsible for accomplishing the objectives of the project and that has been approved by USDA-NIFA national program leaders.
2. NCDC229 defined: multistate development committee that has been approved for 2 years. In that time, our task is to develop two proposals- 1 proposal to gain approval for a 5 year multistate research project and another proposal to obtain external funding. Proposals should be about 30 pages.
3. Roles of development committee: facilitate communication, arrange for proposals to be peer reviewed, authorize annual meetings and other meetings, ensure reporting requirements are fulfilled, facilitate conduct of an activity's business, and file annual evaluation report.
4. Open enrollment: When development committee is approved, membership becomes open to anyone in an official land grant institution. Not everyone that is a member needs to have specific appointments from institution but if you are in Hatch multistate system it is open for enrollment. Open for other people to come and join the project. Call goes out at 5 year mark and more people can come join at that point as well.
5. Types of multistate projects: Coordinating committee (which can be CC or ERA) or Research Projects.
  - Coordinating Committee: an opportunity to cooperatively solve problems; applied approach; each state works on issue specific to their state.
  - CC: mechanism for addressing critical regional issues
  - ERA: integrating research on a specific topic where multistate coordination is appropriate.

- Research Project: cooperative jointly planned research with multidisciplinary approaches that involve stakeholder input
  - Enhances our own existing productivity; each contribute an interest to their larger project.
6. Land grant spirit: Working on a multistate project allows us to unite across state lines in a collaborative way to focus on specific areas of concern related to LGBT rural wellbeing. Collaborating allows us to share resources and expertise. Working on one overarching theme allows us to see the big picture while also being community specific. We can collaborate to solve problems that concern more than one state and usually more than one region.
7. Best Practices- Anisa Zvonkovic
- Structure project in a way that attracts people that are highly motivated and invested. It needs to be organized in a way that less productive people do not hold the group back.
  - Figure out which way we want to organize. Do we want to be more autonomous or more coordinated?
  - When the project is more autonomous, we can still have common objectives and common measures, but we will have separate data collection and analyses. Data was rarely pooled and there were some struggles in explaining how and why autonomy was needed in the field of social science. (More work on the individual, more autonomous).
  - When the project is more coordinated: we have common objectives and measures and same interview protocol. We have separate data collection, but data is pooled, coded centrally, and analysis is largely coordinated. Approval and collaboration process codified. Less work on the individual (more correlated).
  - Interdisciplinary teams pose challenges because there are different types of quality needed based on our specific fields and what makes sense for publications in our specific careers.

#### **E. FUNDING: Lynn- Minnesota Department Chair presented on CYFAR-funding mechanism**

##### 1. What is CYFAR?

- Children youth and families at risk funded through NIFA
- 30 years old appropriation dollars that go into USDA for this purpose
- Funded nationally—projects in individual states through land grant system
- Cooperative system/ Extension Faculty
- What is at risk about your population? Poverty rates, lack of resources, etc.
- Enough to fund one or two community site
- Need a concentration area (risk of LGBT)
- Programmatic- which evidence based program are you going to use for intervention? (Health and nutrition/how to be academically successful/ family component/role of family). CAN YOU SAY YOU ARE GOING TO ADAPT A PROGRAM OR CREATE EVIDENCE BASE FOR A NEED OF ONE?
- You can partner with other LGBT resources and this has to go through extension so that they are aware you are partnering.
- CYFAR: Program quality, core competencies, and tie it back to promotion of children in order to get it. (have to have aspect of youth in it, not only adults)
- Collect a fair amount of data
- You can run additional measures to the side as well
- Good funding mechanism? Yes, and smart to write several of them
- Partner a couple states together and write the same one and put partnerships together as many ways as you can. And don't send them all at the same time. Strategize to get as many proposals funded as possible.

- Make sure you don't offend extension office because this is money they have access to and find a county agent or educator that wants to partner on this and move forward
- Working with a queer population applying evidence program
- Working with youth, applying evidence program (GSAs)
- OR parents at home or churches.
- Doesn't look like a NIH grant, but money is about the program. The community partner gets a lot of the money. (extension educator)
- Extension, community partner, and group or developing committee all gets part of the money
- Part of money can go for salary and buy out money can go towards resources for the project/research
- Not huge money, but good money that goes for 5 years.
- Not any other queer CYFAR going...so that is a plus for us.
- Proposal call comes out in January. Competitive grants. Be strategic.
- Very competitive.
- We are talking about a pop that they are interested in...vulnerable. Well positioned to get this.
- STAND OUT: Partner with 1890, Native American locations, states that didn't have them before.
- Prosper: Penn state and Iowa. Mark Greenberg
- Danny Perkins... person moves it through and helps get it implemented
- Parenting and school aspects
- Great way to get pilot data that can lead to the next level
- How can we make this CYFAR related?
- Have to communicate with extension office. They have to sign off or give permission before moving forward.
- May do something that is rooted in extension or 4h
- Advice about talking to extension:
  - Have Bob Hughes talk to us about this. Or Linda H. at Arizona.
- Lay out a plan. If you don't think this is something your University does...go talk to Bob/Erin/ extension people to figure out how to lay this out.
- How to approach this:
  - Explain what you want to do and how you best perceive it
  - Here is what we are thinking and what we want to do. (SCP-sustainable community projects)
  - Propose a way to extension that they can participate BUT that you will do the work. GET BUY IN!
  - If they can see how they will get a piece, and other will get a piece, they will want to partner. Particularly if they will not have to run it.
  - Provide infrastructure.
  - Cannot pay for tuition and fees for graduate student. Hire a non-student.
- Extension is different in every state.
- Might look at family consumer science programs- sometimes easier than 4H. 4h is a program that has to be delivered to kids on a regular basis through volunteers. Push back—they have to deal with day to day program.

- CYFAR you have to have a program and showing what it is about and what program works. They care about obesity, improving the land, technology, food safety (look at three major goals of NIFA). Most people pick an area, ex: so they put a piece in about nutrition in their professional development work. **MAKE SURE YOU PUT A COMPONENT OF IT IN YOUR PROGRAM (ONE OF THE MAIN GOALS OF NIFA).**
- Food security is a main goal as well (Brent) (LGBT in rural areas are at higher risks)
- Marriage simulation- to teach life skills. Teaching them how to do taxes, pay bills, etc. Could we do a similar program? Sensitivity and empathy training for leaders; make connection between stigma and risk with food.
- Mindfulness, Body Image, healthy eating.
- Mental health first aid programming- 8 hour training to identify symptoms of mental health crisis. Potentially developing one around LGBT or LGBT youth...body image and eating disorders. (PROGRAM)
- Basically, we can use CYFAR as a mechanism for part of funding.

## **F. Work as a group to talk about our goals**

### **1. Research Project or Coordinating Committee?**

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- 2. What do we mean by rural?
  - Can be defined as 50,000 people or less and not tied to a larger city
  - There is a range of rurality. Micropolitan communities; could strictly focus on farming/tourist areas; nonmetropolitan as rural; “urban influence code”-may have a small city but so much of the influence in rural. Rurality can be looked at in terms of proximity to major metropolitan areas or counties that are coded based on rurality.
  - Conceptualize rurality
    - Leaving from rural places to cities (rural outmigration)
    - Can talk about rurality as place or identity
    - Capture rurality in multiple ways: zip codes, self-identifying questions, locations through social media apps or zoning.
    - Can think of how rural places are often viewed as hostile towards LGBT and how this concept is perpetuated, but can also have real implications to LGBT in rural areas.
  - Multiple units of analysis---levels---community as a unit--- remember the developmental side as well (lifespan view), youth, etc.

### **3. Board work: Themes**

- Stigma vs Affirmation
- Visibility and Invisibility- how others perceive their sexuality and gender; how do the other community members conceptualize other’s gender (do they see LGBT community members as LGBT or do they blend in as heterosexual)
- Developmental
- Multilevel- Dyadic- relationships, families, etc.
- Intersectionality: race, sexuality, gender, class: food insecurity; rural identity- “insider/outsider”
- Health/Well-Being- Mental/ substance/lack of access to hormones and other resources
- Symbolic Rurality- identity, place, belonging
- Religious Institutions
- Economic Opportunities
- Historic Aspect- climate/support, longitudinal, generational

- Access to resources- availability; knowledgeable and affirmative health/mental providers.
  - Resiliency
4. Board work: Contributions?
- Larger and often national data sets do not have enough depth on LGBT population and do not ask questions that specifically relate to LGBT people.
  - How is rural “quality of life” impacting rural LGBT? Unpack this a bit: elements of community climate, contributing to quality. What does the rural area look like for the general population and then also specifically for LGBT?
  - How do we make progress?
5. Board work: Funding:
- Foundations- Kellogg
  - CYFAR
  - 5 Year
  - Department of Justice
  - SAMHSA
  - NIDA
  - Playboy
  - Anonymous Super Pact- group that is funding LGBT research, but remaining anonymous. (Russ Toomey knows more about this)

### Friday, October 9<sup>th</sup>

*Present: Ramona Faith Oswald, Jenifer McGuire, Erika Grafsky, Anisa Zvonkovic, Russ Toomey, Courtney Cuthbertson, Andy Reilly, and Jasmine Routon.*

#### **A. Overview of Literature and Refworks by Jasmine Routon**

1. Demographics of LGBT in Rural Areas
  - Rural areas are predominately White
  - 12% of same-sex couples live in rural areas (Bishop, 2011)
  - Lesbian couples outnumber partnered gay men in rural areas
  - Sexual minorities experience discrimination and victimization to a higher degree in rural areas than in urban (Leedy & Connolly, 2007).
  - Sexual minorities in rural areas earn less money than heterosexuals and LGBT working in urban areas (Badget, Durso, & Schneebaum, 2013).
  - Rural LGBT report lower levels of education compared to urban LGBT and therefore tend to earn less money (Fisher et al., 2013)
  - Rural LGBT youth have risky sexual behavior as well as are at heightened risk for drug and alcohol use, and are absent at school to a higher degree than their heterosexual peers (Barefoot et al., 2015; Kosciw et al., 2009).
2. LGBT Climate in Rural Areas
  - Sexual minority discrimination in housing, employment, credit, public accommodations, and educational settings dependent upon state and local laws (many rural areas do not have these protections) (Oswald & Holman, 2013)
  - Religiosity influences climate: many religions and churches in rural areas are not LGBT-affirming
  - Rural people in general are viewed as not being comfortable with LGB people (Elridge et al., 2006).

- Mental health providers/social workers often have negative attitudes towards LGB people (Oswald & Culton, 2003)
  - Some studies paint rural areas differently:
    - Anderson's 2015 study explores rural attitudes about same-sex marriage and overall, the respondents reported strong support (only 18% disagreed with same-sex marriage).
    - Baunach's 2010 study found that students at a southern university expressed low levels of LGBT prejudice.
3. Health and Well-Being of LGBT in Rural Areas
- Rural LGBT report higher instances of smoking and binge drinking, higher instances of internalized homophobia, and were less likely to have health insurance (Fisher et al., 2013)
  - Rural men are significantly more likely than urban men to be psychologically distressed, have low self-esteem, and lower levels of life satisfaction (Lyons, et al. 2015).
  - Rural men in the south and west were more likely than other men to report a positive HIV diagnosis (Rosenberger, 2014)
  - Overall, LGBT have higher rates of substance abuse/addiction than heterosexuals. RURAL LGBT have an even higher rate of alcohol use/substance abuse (Warren, 2014)
  - Rural LGBT are more vulnerable to minority stress, psychological/mental health disorders due to the lack of LGBT-affirming health providers (Warren, 2014)
  - Lesbian women are at greater risk of being overweight (2X as likely), developing cardiovascular disease, ovarian and breast cancer (Warren, 2014)
4. Resource Infrastructure
- LGBT-affirming services and programs are limited. Institutional level discrimination is high for lesbians in rural counties and make access to services limited. (Leedy & Connolly, 2008)
  - Building sustainable LGBT rural communities, heterosexual allies are important (training programs are needed to educate people about minority stress factors) (Rostosky et al., 2015)
  - Heterocentrism and homophobic mentality persisting in rural mental health providers: Education and training efforts needed! (Pachankis et al., 2004).
  - LGBT Centers are commonly located in urban areas, making access to LGBT-affirming services challenging to rural sexual minorities
  - Creating a "gay community" in rural areas through private social-networks has helped with feelings of social isolation, but are often hard to find or get involved with (Holman & Oswald, 2011).
5. Economic Opportunities
- LGBT that live in rural areas have higher poverty rates (Mendez et al, 2015)
  - Tilcsik's 2011 study found that many employers discriminated against openly-gay men, particularly encountering barriers at application stage. Employers in southern and Midwestern states showed strong discrimination tendencies.
  - Workplace discrimination/harassment: 76% of respondents encountered at least one type of harassment at work (Rabelo et al., 2014)
  - People in rural areas indicate fewer opportunities in the workplace, community services, and programs (Leedy and Connolly, 2008)

- LGBT- lesbian farmers as economic development piece discussed (literature needed)
6. How do use Refworks- password, how it works, how it is currently organized
- Sources we may use instead: Mendeley

## **B. Work as a group to organize goals**

### 1. Conversations:

- School climate research- when you work on LGBT issues in school climates, everyone feels safer. Everyone's performance goes up. Abstinence only in rural areas. True with disability students as well. Comfortable single stall bathroom would benefit a huge amount of people.
- School literature- LGBT INCLUSIVE CURRICULUM- about actual content that covers LGBT issues. Huge feature of everyone feeling safer. Moving beyond tolerance...moving towards support. There has to be a community buy- in.
- "No promo homo"- cannot talk about LGBT in K-12 schools.
- Prevention science? Is this minority stress? I see these as minority stress. Human Ecology. Symbolic Interaction? Systems? Socio-ecological model.

## **C. Board Work- Developing Research Questions:**

1. How are the Strengths and barriers related to health and wellbeing among lgbt residents of rural communities?
2. How do relational and structural and systemic factors contribute to wellbeing and health? Resource policies
3. What is the within group variability, heterogeneity within LGBT? (Differ based on class, race, gender, etc.) How does within group variability play out in this? (WORKING QUESTION)
4. How can communities become more supportive? How does this matter for practice and change? Policy? In terms of improving climate and health/wellbeing for LGBT rural population. (ACTION QUESTION)
5. Funding vs. on the ground concerns

## **D. Board Work- Developing Variables:**

- Mental health, community climate, community belonging, family relationship/ dynamics, community providers, work, interpersonal discrimination, identity/expression (salience, norms), intersectionality, belonging.
- "Intersectionality of LGBT people in rural community as related to health, wellbeing and economics".

## **E. Objectives**

1. Start with a Community Assessment to establish a baseline (what is already known)
  - Develop assessment protocols, collect data with LGBT stakeholders within communities, and disseminate findings to community, work to apply findings.
  - Stakeholders:
    - Extension
    - LGBT Youth, Adults, and Families
    - Providers
    - Church Leaders
    - NGOs- food sources: grocers, pantries, farmer's markets
    - Employers
    - Librarians
    - Schools
    - Police



- Bars
  - Small Business
  - Stakeholder development/stakeholder interviews
    - Start by interviewing 4 or 5 stakeholders in your region (total altogether 25 or so)
  - Community Capacity calculator- SAMHSA
    - There are protocols for certain signs to look for in towns
2. Come up with an abstract that we can all be satisfied with as a group
  3. What are the small projects from the whole research project?

#### **F. Specific Tasks by Person (see attached calendar as well)**

- Ramona will send out a document about how to think about what is Rural.
- Jasmine- November- January; compile community protocols; look at community toolbox from the University of Kansas; search for different types of community assessment tools; CDC change tools; try to modify the existing tools to make it LGBT specific.
- Jen and Ramona: Have abstract done by December 1<sup>st</sup>.
- Jasmine and Ramona: Manuscript and Lit collected and first draft by December 1st
- Courtney and Erika- Rural Mental Health Conference, could potentially do provider interviews while there, proposal needs to be submitted by December 1<sup>st</sup>. Conference is June 15-18<sup>th</sup> in Portland, Maine. Website: narmh.org
- Each PI submit their preferred protocols by January.
- Courtney, Russ, and Erika: Existing provider data paper due in February. (This relates to the site that Courtney showed us about pulling provider data from specific regions)
  - SAMHSA has a behavior health treatment (mental and substance abuse health) services locator and download for the entire state. You can code this by county. You can go to websites and see if they advertise for having resources for LGBT or not and we can code for rural or urban. Can help create the case for why we need to look at multiple stakeholders in multiple states. This will help for our grant. Can call them or look them up online. Can look to see if they offer specific resources to LGBT.
- Jen- Have community assessment protocol fully drafted by March
- Literature review submitted by May
- Conference in Maine in June
- Community Data Collection is expected to occur May- August.
- October- Have a good draft of proposal for next annual meeting

#### **G. Specific Task by Month (also see attached calendar)**

- December 1<sup>st</sup>. ABSTRACT NEEDS TO BE COMPLETE. Manuscript outlined. All of the lit collected and a base of what it all is. Manuscript lit collected and first draft: conference proposal submitted NARSH. Abstract 500 words or less (we can just present the lit review to illustrate our NEED for the project)
- March- proposals for community development strategies. PLAN/protocol
- Have community assessment protocol drafted. To be ready to do this in the summer.
- May- start community data collection- AUG
- June- conference in Maine and literature review submitted. MAY WANT TO SUBMIT TO JOURNAL OR RURAL MENTAL HEALTH.

- Summer months (May-August) needs to be used for community assessment data collection and used to write full proposal in order to spend the second year focused on applications for external funding.
- October– have a good draft of proposal

#### H. Other ideas:

- Go to prides to talk to people that are coming there from rural areas.
- Tom and Christine McGeorge- training- how to train straight therapists to be allies. Instrument they use?
- TELECONFERENCE ONCE A MONTH.
- MTERK (survey data).
- Windshield survey---you assess a town through a quick glance from your car
- Hawaii international conference of social sciences (usually in October)- CAN GET AES MONEY WHEN YOU ARE AN ACTUAL COMMITTEE NOT JUST A DEVELOPMENT COMMITTEE

#### I. Jessica Weaver- Grand Coordinator of Family and Social Science

##### 1. Funding Routes:

- USDA-apply together but also can apply to other funding separately
- CYFAR-may do, but currently more research based
- NSF- apply as partners
- May need to decide which university is the prime institution because some funding will have prime and subprime groups with their funding.
- How are we orienting ourselves when it comes to applying? Who is going to be the prime institute, cover indirect cost, etc. The prime can change across funding
- How much time do you build into your proposal writing timeline around getting funding? The whole proposal needs to be written before walk through...before funding. We need a month before deadline for prime and sub awards
- It can take months to do a research agreement
- NSF- collaborative arrangement where each institution gets a piece- but still as a group you have to have all of your budgets together. BUILD A MONTH OR TWO INTO THIS PROCESS.

2. **Unfunded research agreement** is a way to formalize that the institutions will be working together. Intellectual property, publication issues, etc. is all set out in this agreement. Formalizes terms and conditions between institutions set out and agreed upon before going and submitting. If we are a long term group, getting this in place early on is necessary. Regardless of grants we are submitting for. Seven year plan. Create an agreement and then when other states drop in or out, there is still a structure around an agreement. You can then have subgroup agreement amongst other institutions that joined later. **KEEP IN MIND THAT INSTITUTIONS HAVE TO SIGN OFF ON THIS!**

- For most submissions you will have to have a prime and a sub.
- USDA has a cooperative project thing---the unfunded research agreement is different.
- NIH, NSF, SAMSA, USDA- fairly knowledgeable

##### 3. Her Recommendations:

- Inside scoop on places we should look that aren't that obvious? USDA is what Jessica thinks is the most obvious.

- NIH-apply under “program announcements” that are very broad
  - RFA- request for applications—open call; more specific
  - Program announcements- and Parent announcements say that they have funding in a certain area and you submit a grant. Not as specific. Broad in the topic, room to specialize. Have a conversation with program officer and know where to apply and with which institute.
  - TALK TO A PROGRAM OFFICER BEFORE YOU APPLY.
  - Pivot and SciVal Funding Databases:
    - Set up email that you can get funding opp sent to you
    - Can search for Foundations and Sponsors.
  - If FEDs has a two week turn around...they probably already have someone in mind to fund. BUT try to be on their radar anyways.
  - USAID-they don't fund people that they don't know. Usually have to be a sub on an organization they already funded, etc.
  - Networking! Just get your name out and find out what other people are working on
4. IP-intellectual property.
- Jessica will send us templates that can help us be mindful about what to be aware of and what goes into these agreements. May be specific to social science instead of hard science. Maybe look at APA guidelines.
  - May need a material or transfer of material agreement, and managing data agreement.