

Funder to Funder: Reducing Inequality for LGBTQ Youth and Families

Webinar March 2021

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Today's Webinar

PART I: Discrimination Against LGBTQ Youth and Families

- Research to Stop Discrimination and Reduce Inequality
 - ✓ Mark Hatzenbuehler: Litigation to End Homophobic Bullying
 - ✓ Rachel Farr: Addressing Discrimination for Youth Whose Parents Identify as LGBTQ
- Q&A

PART II: Grants to Support Research on Reducing Inequality

- William T. Grant Scholars Program
- Research Grants Program
- Resources & Tips
- Q&A

Focus Areas

Supporting Research to Improve the Lives of Young People

Youth ages 5 to 25 in the U.S.

- Improve the use of research in policy and practice in ways that benefit youth
- Programs, policies, and practices to reduce inequality in youth outcomes

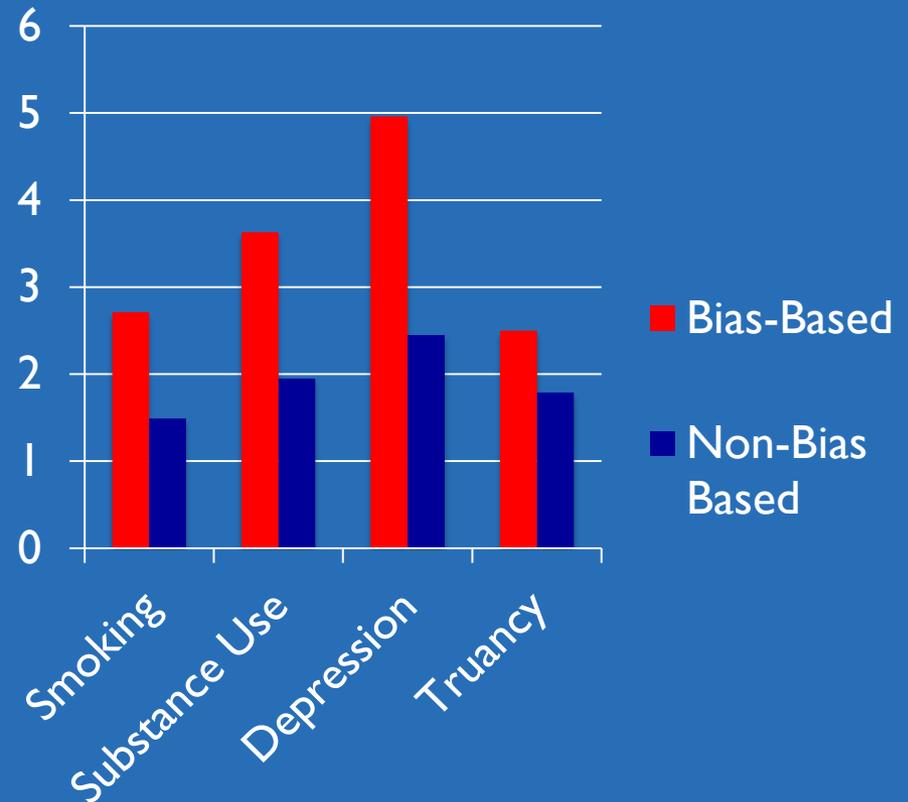
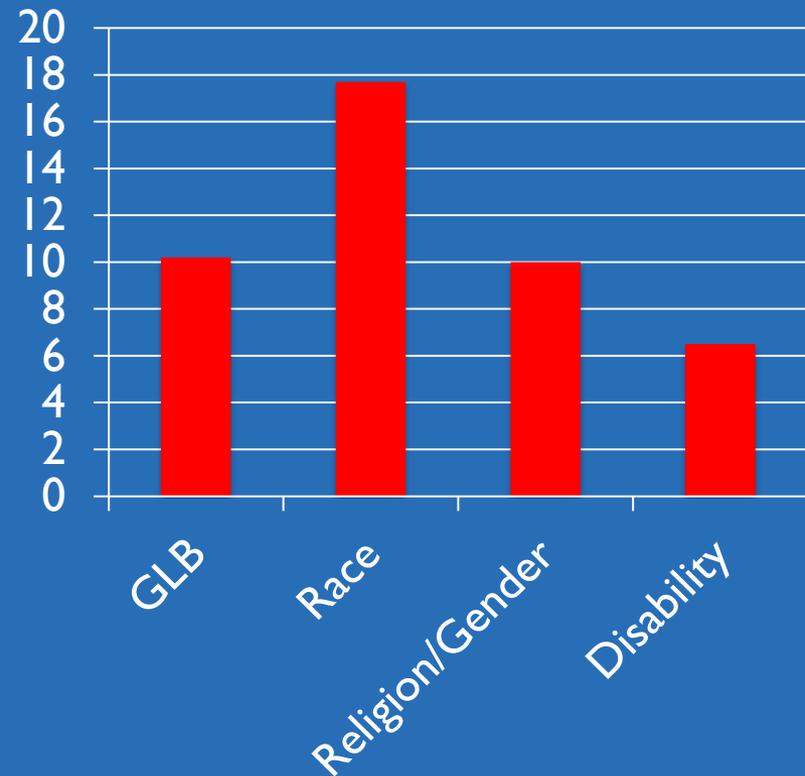
Reducing Inequality

- Much of our funding has gone to studies of reducing racial, ethnic, and economic inequality
- Research on reducing inequality for LGBTQ populations is sorely needed
 - Discrimination against the LGBTQ community – interpersonal and structural – are all too common
 - Discrimination is harmful to both mental and physical health
- We'd like to do more to support research to reduce inequality for LGBTQ youth and families
- We are calling on our partners in the LGBTQ funder community to join us to advance this learning agenda
 - Whether you support research or services, the learning agenda demands research to guide policy and implementation

**Is Litigation an Effective Strategy for Reducing Youth
Inequalities?
Evidence from a Case Study on Homophobic Bullying**

Mark L. Hatzenbuehler, PhD
John L. Loeb Associate Professor of the Social Sciences
Department of Psychology
Harvard University

Bias-Based Bullying is Common and Contributes to Youth Inequalities



Evidence for Current Programs, Policies, and Practices for Reducing Homophobic Bullying

- Lack of evidence
 - Studies of universal school-based interventions rarely focus on bias, and rarely include measures of homophobic bullying.¹
- Produce mixed, or even harmful, effects
 - Teachers and support professionals report feeling the least comfortable intervening with homophobic bullying compared to bullying related to other issues (e.g., race).²
 - Teachers who do want to intervene are constrained from doing so due to some state policies that place unique burdens on teachers (e.g., “No Promo Homo Laws”).³

¹Rivara, Le Menestrel, et al.; ²Bradshaw et al., 2013;

³GLSEN, 2017.

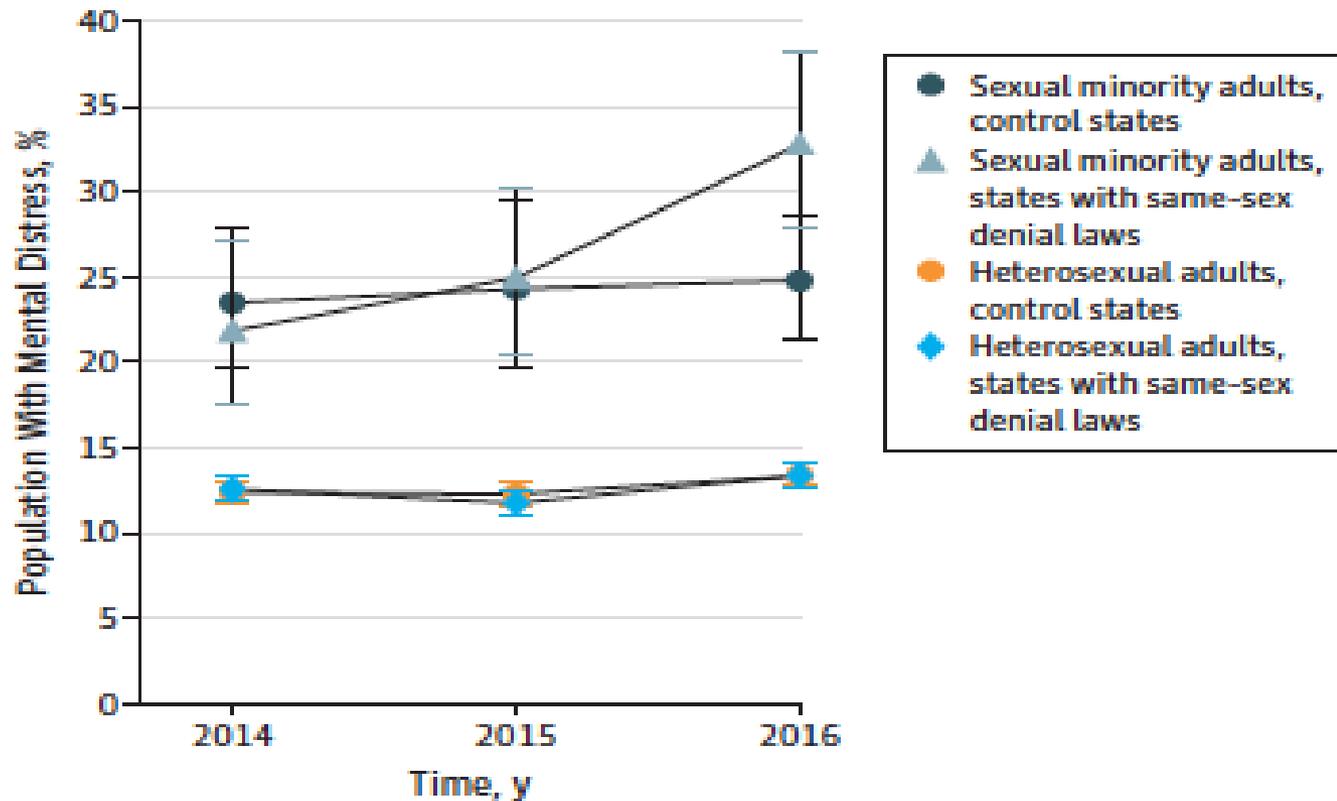
Litigation as a Potential Structural Lever for Reducing Inequalities

- Litigation is a widely used, yet empirically under-studied, strategy for addressing stigma-related harms.
 - “The most visible and established of all the LGBT movement’s tactics.”¹
 - Litigation has been used to address inequalities related to race (e.g., *Brown vs. Board of Ed*) and sex (e.g., *Pricewaterhouse Cooper*)

¹ Leachman, 2013; ²Barclay & Marshall, 2005

Laws Contribute to Sexual Orientation Disparities in Health

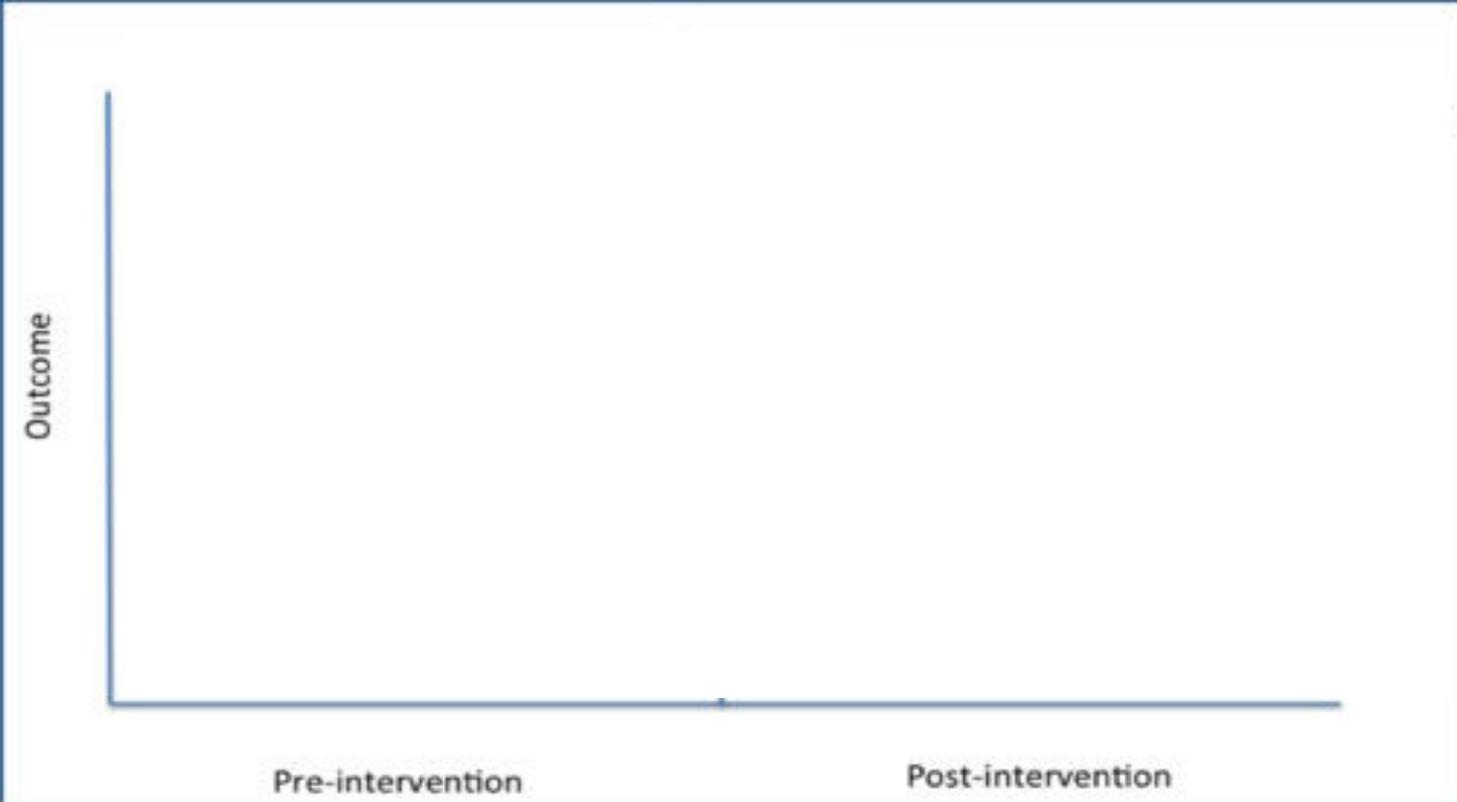
Figure. Changes in the Percentage of Adults Experiencing Mental Distress in Same-Sex Denial and Control States by Sexual Orientation



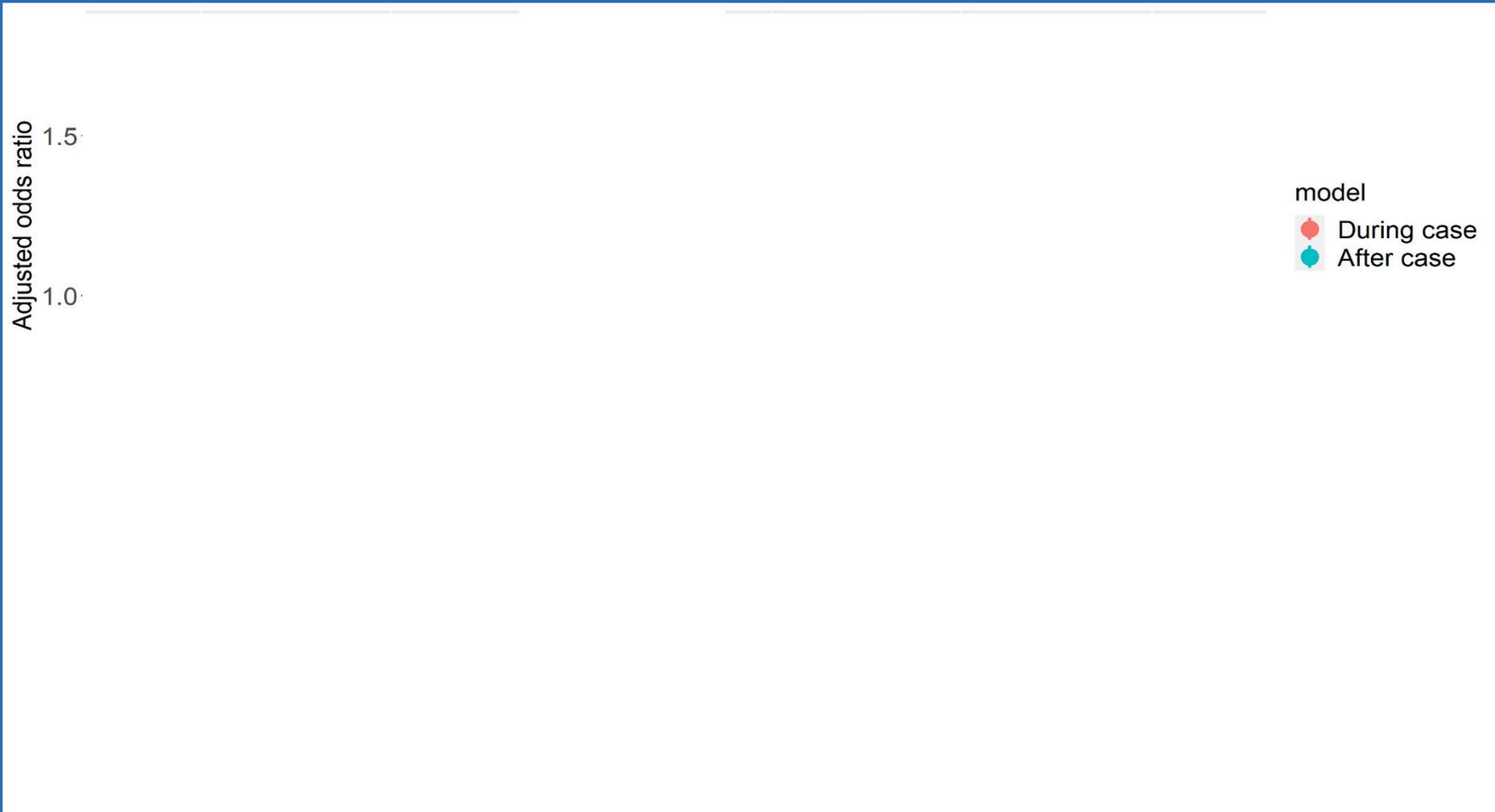
Methods

- I. Comprehensive search of litigation related to sexual orientation-based harassment and bullying in California schools between 2000-2015 (n=33 cases).
- II. Developed and refined a coding scheme for the litigation.
- III. Completed the legal content analysis of these cases. Interrater reliability: Kappa=0.90.
- IV. Linked legal codes to the 2001-2015 California Healthy Kids Survey (>5 million youth, 3000 schools), which had repeatedly assessed homophobic bullying during this period.

Analytic Approach: Difference-in-Difference Analysis



Preliminary Results



Controlled for presence of a school Gay-Straight Alliance, total school enrollment, student age, student race, student gender, year, and county fixed effects.

Tentative Conclusions

- We provide quasi-experimental evidence that litigation seeking to improve school climates for LGBTQ youth may reduce rates of homophobic bullying
 - Effect sizes are comparable to resource-intensive, universal school-based interventions, which reduce bullying rates by 20%¹
 - A 23% reduction in homophobic bullying would translate into an estimated reduction in 107,047 fewer children experiencing this outcome in California
 - These effects “spill over” into schools within the same district
- However, also suggesting evidence of backlash
 - Consistent with some legal theories² and empirical evidence of social attitudes³

¹Ttofi & Farrington, 2011; ²Porter, 2016; ³Oforu et al., 2019

Next Steps

- Provides a template for future research focused on the effect of litigation across a wide range of issues related to social inequalities among youth (e.g., fiscal equity, Title IX, school discipline)
- Conduct qualitative interviews with legal scholars about these findings to determine potential implications for legal practice

Acknowledgments

Funders

- William T. Grant Scholars Award

Collaborators

- Sarah McKetta (Columbia Mailman School of Public Health)
- Robert Kim (ACLU, US Department of Education, William T. Grant Distinguished Fellow at Rutgers University)
- Stephen Russell (University of Texas at Austin)
- Suzanne Goldberg and Solomon Leung (Columbia Law School)



LGBTQ+ WEBINAR:

Diverse Youth with LGBTQ+ Parents



March 17, 2021

Rachel H. Farr, PhD

Department of Psychology, University of Kentucky

LGBTQ+ PARENT FAMILY RESEARCH

Why?

- Addresses important policy and legal debates about parenting capabilities and child development
- Advances theory and understanding of individual development and family resilience



SCHOLARS PROJECT OVERVIEW

- Lived experiences of diverse youth with LGBTQ+ parents
- **WTG Reducing Inequality portfolio:** *specific practices* – parenting, friendships, community supports – that may reduce harmful effects of discrimination

Project 1 (of 3):

- **Stories & Experiences of LGBTQ+ Families from Youth (SELFY)**



SELFY PROJECT



50 interviews with 12- to 25-year-olds with LGBTQ+ parents

Current analyses and emerging results:

- *Normalcy & uniqueness*
- *Stigma & discrimination*
- *Disclosure*
- *Openness & belongingness*

NORMALCY AND UNIQUENESS

- *"In this day and age, it [a gay parent] is a normal identity"*
-Megan, 21, biracial, hetero, cis woman, OH, born to gay dad and straight mom in previous relationship
- *"...until I was about 5 or 6, I was just sort of under the impression that having two moms was the same thing as having a mom and a dad"*
-Peyton, 22, white, bi/queer, gender-nonconforming trans man, PA, bio, step, adoptive moms
- *"It's kind of like being raised with normal parents, you know, straight parents. But also not really? But also I haven't really noticed because I've grown up with [gay stepmom] for as long as I can remember, basically. And it's never been abnormal to me..."*
-Sarah, 15, white, hetero, cis woman, KY, lesbian/bi mom

STIGMA & DISCRIMINATION

- *“I’m a little more unique...because, like I’ve defended my family my whole life...because I’ve seen my mom discriminated against...I’ve seen the pain that it’s brought my mom”*
-Molly, 21, white, straight, cis woman, KY, lesbian and step moms
- *“my parents were definitely more strict than others. And I've always wondered if that stemmed from, you know, community perception of...how they're raising their kids...more pressure to have great kids who are smart...because a lot of people, especially when I was younger, having two moms....would say, ‘Oh, in spite of her having two moms, she turned out great’”*
-Claudia, 20, white, hetero, cis woman, MI, donor insemination with two moms, lesbian and bi

STIGMA & DISCRIMINATION

- *"...there were people that I really loved and that I was very close to who just got absolutely nasty when I told them about my dad"*
-Lilly, 20, Hispanic, lesbian, cis woman, OH, born to Hispanic gay dad and straight mom in previous relationship
- *"When she [trans dad] came out, there was a really, really bad reaction at school. So, she was pretty much unemployed since then"*
-Audrey, 21, white, bi, cis woman, CT, trans dad, step mom
- *"I think that with me coming out, it hasn't... felt so, I don't know. She has been so secret and even negative about it...in a weird way, even though we're both queer, so, I don't think there's a sort of... enthusiasm"*
-Morgan, 21, biracial, asexual/ aromantic, nonbinary youth, NY, gay/bi mom and straight dad

DISCLOSURE

- *“When I first told [best friend] and I kind of felt...shut out, 'cause I didn't know anyone else who had an LGBTQ+ family member, like a parent, and...he was like you're not the only one...he wasn't outin' people and their family but he was like, trust me you're not the only people, y'all aren't, y'all not closed out, everyone will accept you...”*
-Riley, 15, Black, gay, nonbinary youth, KY, bi mom
- *“A lot of people my age think that it's kind of cool? ...they're happy for them [LGBTQ+ families]”*
-Sarah, 15, white, hetero, cis woman, KY, lesbian/bi mom
- *“I don't tell anyone, I just let them come over and, I'm like, my mom is married to a transgender lesbian, okay? ...in my head I'm just, like, why should I have to warn someone about who my family is?”*
-Chloe, 17, white, hetero, cis woman, KY, bi mom and trans lesbian stepmom
- *“I'm not flashy, but I like to be flashy about my family”*
-John, 22, white, queer, trans man, KY, pansexual mom

OPENNESS AND BELONGINGNESS

- *“...a sense of openness and acceptance that allowed me to really be my authentic self in all ways”*
-Tori, 23, white, straight/bi, cis woman, MA, lesbian moms
- *“...the upper hand...that I had in my childhood of...understanding other family dynamics and kinds of families before most of my peers even knew anything about the LGBTQ community”*
-Peyton, 21, white, bi/queer, gender-nonconforming trans man, PA, bio, step, adoptive moms
- *“...they have instilled in me...to treat everybody how they deserved to be treated. They taught me to be more open because of their identities”*
-Todd, 17, multiracial, bi, cis man, CA, gay dads via surrogacy
- *“...you're part of a vibrant, amazing, loving community...that's just so special.”*
-Audrey, 21, white, bi, cis woman, CT, trans dad (she/her), step mom

CONCLUSIONS & NEXT STEPS

Take home message:

- LGBTQ+ parent families' experiences are not homogeneous nor universal
- Diverse in identities, family formation, parenting practices, socialization, and youth's experiences!

Needed research:

- Mixed method, longitudinal
- Diverse representation in the U.S.
 - Youth in foster care



THANK YOU!



- SELFY participants
- My fabulous FAD Lab
 - Kay Simon, M.S.
 - Madi Diomede
 - Krystal Cashen, PhD
 - Calisse Burand
 - Winnie Durant



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Questions?

REDUCING INEQUALITY

Applying for Grants

Reducing Inequality

WHAT WE WELCOME

- Descriptive studies that clarify the processes for reducing inequality
- Intervention studies that examine attempts to reduce inequality
- Measurement studies of inequality that will enhance the work of researchers, practitioners, or policymakers

MAKING THE CASE

- Clarify and conceptualize the dimension(s) of inequality
- Identify and contextualize unequal outcomes
- Systems and settings: education, child welfare, justice, labor market, neighborhoods, schools, families
- Identify a lever of change – program, policy, or practice

William T. Grant Scholars

- This is a career development award to support stretch in expertise.
- It provides \$350,000 for five years in support of research and mentoring.
- Those eligible are promising researchers within 7 years of PhD; in a career-ladder position; and nominated by their institution (1 per college/division)
- Applications are accepted annually in July and reviewed by the Scholars Selection Committee.
- Scholars also are offered opportunities to network and build their skills through meetings and workshops.

Research Grants

- These grants support high-quality studies that aim to build, test, or increase understanding of programs, policies, or practices to reduce inequality.
- Major grants on reducing inequality typically range from \$100,000 to \$600,000 and cover two to three years of support.
- Letters of inquiry are accepted in January, May, and August. Applicants with promising projects will be invited to submit a full proposal for further consideration.
- Officers' research grants in both focus areas typically range from \$25,000 to \$50,000. Applications are accepted in January and August.

Application Tips

- Make sure the fit is strong with program goals and Foundation priorities.
- Map research design, methods, and analyses tightly to the research questions or hypotheses.
- Provide sufficient information for reviewers to evaluate rigor and appropriateness of methods.
- Demonstrate your understanding of the strengths and limitations of the design, methods, and analyses.
- Respond to reviews seriously, graciously, and in depth.

On Our Website

- Research Grants Application Guide and submission instructions
- Annotated proposals
- Relevant papers and essays
- FAQs
- Webinar recording and slides

Noteworthy

- We encourage proposals from teams with African American, Latinx, Native American, and Asian American members in leadership roles
- We welcome multi-disciplinary and mixed method studies.
- Resubmissions welcome!

Questions?