Addressing LGBTQ Education Inequities in Schools

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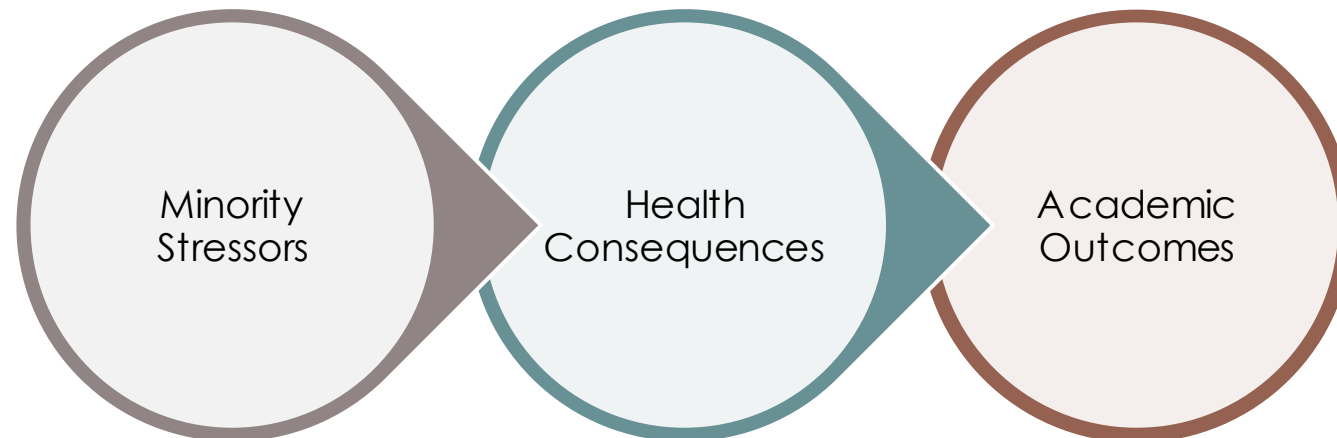
School-Based Stressors & Academic Disparities

Social, Institutional Stressors

▶ Bias-based harassment

▶ School belonging, inclusion

▶ Discipline, punishment

Academic Disparities

▶ Absenteeism

▶ Coursework

▶ Grades

▶ Post-secondary education

Minority Stressors → Health Consequences → Academic Outcomes

Social, Institutional Stressors for LGBTQ+ Youth

- Bias-based harassment, bullying, discrimination
  - Tempered improvements, disparities have narrowed, but persist[1]
  - Caution in presuming ongoing linear trends, particularly for trans or non-binary youth[2]
  - Can be experienced intersectionally, uniquely for LGBTQ youth of color[3]

1. Birkett et al., 2015; Goodenow et al., 2016; Poteat et al., 2020   2. Gower et al., 2018; Peters, 2021   3. Hatchel & Marx, 2018; Kosciw et al., 2020

Social, Institutional Stressors for LGBTQ+ Youth

▶ Bias-based harassment, bullying, discrimination

▶ School belonging and inclusion

    ▶ Consistent disparities in school safety and belonging, wider disparities evident for trans youth, LGBTQ youth of color[1]

    ▶ LGBTQ identities, topics excluded or lack visibility in course curricula[2]

1. Coulter et al., in press; Kosciw et al., 2009; Russell & McGuire, 2008   2. Kosciw et al., 2020; Kuhlemeier et al., 2021; Snapp et al., 2015

Social, Institutional Stressors for LGBTQ+ Youth

▶ Bias-based harassment, bullying, discrimination

▶ School belonging and inclusion

▶ **School discipline, punishment**

    ▶ Office referrals, suspension, expulsion, heightened at the intersection of sexual orientation, gender, and race[1]

1. Chmielewski et al., 2016; Himmelstein & Bruckner, 2011; Horn & Schriber, 2020; Mittleman, 2018; Poteat et al., 2016; Snapp et al., 2015

Academic Disparities among LGBTQ Youth

▶ Higher absenteeism, further elevated for trans youth

▶ Fewer advanced math, science courses

▶ Lower grades, GPA

▶ PSAT, SAT/ACT not necessarily lower

Possible variability for whom this most applies

Day et al., 2018; Kosciw et al., 2013; Pearson et al., 2007; Poteat et al., 2011; Sansone, 2019

Educational Persistence among LGBTQ Youth

Secondary Education

More likely to discontinue schooling

Post-Secondary Ed.

Less likely to apply to, attend, complete college

Career Implications

Limited prospective data on long-term outcomes

❖ Evidence of workplace discrimination, income inequities

Aragon et al., 2014; Carpenter, 2007; Cech & Rothwell, 2020; Pearson & Wilkinson, 2017; Sansone, 2019; Sears & Mallory, 2011

Reducing Disparities: Policies, Resources, Interventions, and Practices

Policies, Resources, Interventions[1]

Enumerated protective policies

Inclusive curricula

LGBTQ affirming school clubs

Ongoing professional development

Practices, Relationships[2]

Respectful, affirming norms

Supportive adult connections

Mutual support among peers

1. Hatzenbuehler et al., 2015; Ioverno et al., 2021; Kull et al., 2016; Marx & Kettrey, 2016; Poteat et al., 2020; Russell et al., 2010; Snapp et al., 2015
2. Colvin et al., 2019; Day et al., 2019; Gower et al., 2018; Kosciw et al, 2020; Poteat et al., 2021

Several Areas for Ongoing Research

▶ How do policies, practices work in combination – or in absence of another – to shape LGBTQ youth's school experiences?

▶ How can school-based interventions be adapted, tailored for specific groups of LGBTQ youth?

▶ Targeted research on learning processes, academic performance, and career preparation and advancement