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It is important that you follow the
current guidelines.

The mentor letter has been removed.

PURF COVER PAGE

TITLE OF PROJECT: Reflections of LGBTQ+ Adolescents on School Support Systems in High School

NAME OF APPLICANT: Camilla Hibbard

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DEPARTMENT: Educational Studies

BUDGET: Total Request \$189.99

\$189.99

(May not exceed \$1,500)

CLASS RANK: ☐ Freshman ☐ Sophomore ☒ Junior ☐ Senior

GPA: 3.974

EXPECTED DATE OF GRADUATION: May 2023 *

* Note: Students must be enrolled and maintain undergraduate student status during the proposed project period.

FACULTY MENTOR INFORMATION:

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DEPARTMENT: Educational Studies

DEPARTMENT ADMIN: NAME & EMAIL Greg Kessler
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We the undersigned have read the PURF Guidelines and understand the responsibilities we undertake should funding be granted.

We certify that the application has been conceived, written and completed by the student.

Student signature: Camilla R. Hibbard Date: 9/17/2021

Faculty signature: Charles L. Lowery Date: 9/15/2021

Faculty Advisor's Dept. Chair signature: [Signature] Date: _____

IRB AND IACUC APPROVAL:

To ensure that the University's compliance with all federal regulations, complete the checklist below.

Note: if your IRB/IACUC is not approved prior to submission put "pending" or "to be submitted" instead of approval number. Note: but funding will be withheld until notification of approval or exemption.

Yes	No	Office of Research Compliance	Policy #
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Human Subjects in Research (including surveys, interviews, educational interventions): Institutional Review Board (IRB) Approval #: <u>20-E-303</u> Expiration Date: <u>N/A</u>	19.052
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Animal Species: Institutional Animal Care & Use Committee (IACUC) Approval #: Expiration Date:	19.049

☒ **Optional:**

If selected for funding, I give permission to the Research Division to use my proposal as an example during training and workshop exercises. (Sign below)

Signature: _____ Date: _____

Abstract

This project aims to further understand the struggles that recent LGBTQ+ identifying high-school graduates endured throughout high school. The lack of handbook policies on discrimination, LGBTQ+ curricula, and supportive teachers and programs, such as gay-straight alliances, may contribute to these disparities experienced. Through a series of interviews with LGBTQ+ participants, researchers can gain insights on commonalities among these experiences. With this information, recommendations to create a safer and more inclusive environment for LGBTQ+ students can be made. It is hoped a criterion can be created and distributed to high schools with recommendations on creating an LGBTQ+ supportive school experience.

Project Narrative

Goals and Scope

This research intends to interview recently graduated LGBTQ+ identifying students about their experiences in high school and support systems provided to them. The research conducted is intended to make high schools safer spaces for all LGBTQ+ individuals. Along with this, the researchers hope that it can give LGBTQ+ students a voice on how they were individually impacted by certain positive or negative policies carried throughout the school. This will be presented from a narrative perspective conducted through individual virtual interviews, which provides a personalized factor compared to other quantified data.

Another achievement that may be made through conducting this project will be generalizing problematic aspects across many high schools that negatively impact LGBTQ+ students. There are multiple factors that can impact anyone's high-school experience in a beneficial or detrimental way - but for students who identify within the LGBTQ+ community, this may be more influential on their future academic pursuits and mental health (Heiden-Rootes et al., 2020, p. 775). This project needs to be executed in order to highlight these disproportionalities in order to make efforts to eliminate discrimination and biases that affect LGBTQ+ identifying students. This project hopes to address these issues and provide solutions to how they can be solved based on participants' input.

Context

Through conducting literature reviews, it is evident that many other researchers have generated knowledge on the impact of bullying and harassment, gay-straight alliances, LGBTQ+ inclusion in curricula, and school support systems. However, much of this data is presented in a quantifiable and de-personalized format or is focused on one of the specific topics listed above

rather than a cumulative and reflective high school experience. Many of these topics are bound to be interrelated as policy, professional development, and extracurriculars are all elements that may be located in a secondary education setting. There has been a prevalence of holistic studies on LGBTQ+ students, but most focus on student outcomes rather than reflections on what could have been done better. This project may relate to previous research done because it accounts for and adds evidence to problematic elements in high schools. However, instead of leveling these down to statistics or outcomes, this research aims to focus on what can be changed in school systems and how current policies affected individuals in the past.

Methods

Design

This research will gather data through qualitative methods and be presented as a case study. Using qualitative methods, we will be able to expand upon a topic and analyze conversations with participants rather than narrowing it down to statistics (Gibbs, 2018, p. 5). Using a qualitative approach also allows us to present data in a narrative form using participant's reflective quotes to support our hypothesis itself. (Edwards & Kaimal, 2016, p.32). The gathering of data will take place through semi-structured interviews conducted through audio-only sessions on either Microsoft Teams or Zoom. This route allows for research questions to be elaborated upon and for conversations to be also natural and reflective.

Participants

Participants recruited for this research project must have identified within the LGBTQ+ community during high school, for the purpose of gathering accurate reflections on how policy and culture affected their experiences. By requesting that we interview students that are recently graduated, or 4 years or less out of high school, researchers will get a generalized idea of a

current high-school environment for LGBTQ+ identifying students. Furthermore, all participants must be 18+ for the protection of their identity, making them primarily the only individuals who know of their participation in the project. The protection of each participant's identity is of the highest importance, so all individuals will be represented in the study under a randomly selected gender-neutral pseudonym. The number of participants we aim to gather for this research will range from anywhere from 10 to 15. We believe this will be enough participants to obtain a saturation of data, and be able to shed reflections from each participant within the project itself. As described, "Saturation occurs when the research no longer receives information that adds to the theory that has been developed" (Malterud et al., 2016, p. 1758). We primarily believe that this amount will help us achieve the level of saturation as stated above.

Procedures

Participants gathered will be interviewed one at a time using an interview schedule. As mentioned previously, this schedule will be semi-structured which allows for each participant to elaborate further on questions and share any information that may be relevant to the holistic topic overall. Questions will merely serve as conversation starters rather than steps to progress through an interview. The use of semi-structured interviews is to encourage reflection and offer flexibility during the interview process while still permitting sensitivity over topics that may be traumatizing towards participants (Dearnley, 2005). Topics that will be covered during the interview process will be drawn upon what prior research has mentioned as significant factors in an LGBTQ+ individual's high-school experience. This will include but is not limited to, high-school handbook policies, curricula, administrative supports, and extracurriculars as the semi-structured format will explore if any of these topics are relevant to the participant. This format

will also act as a benefactor because participants may elaborate on any of the topics mentioned or connect them to other experiences that may not be inquired about.

Data Preparation and Analysis

After the interview is completed, each of them will be transcribed using the software Otter.Ai. Once complete, it will be imported to the coding software MAXQDA2020 where further analysis can be completed to bring forth themes and correlations to interviews. The coding will take place in two cycles, one primary and the other after all interviews are gathered for the purpose of refining. After all of the interviews are gathered and the second coding is completed, the data can be synthesized into major themes that contribute towards creating the criteria.

Timeline

This project was approved by OHIO's IRB committee during the fall of 2020. Research participants were collected throughout the fall and spring semesters of 2020 and 2021 but due to a lack of presence on campus because of COVID-19, it was hard to find a large pool of willing participants. For this case, the IRB period was extended for another year to allow ample time to collect more participants. It is expected that all participants will be interviewed upon the conclusion of the Fall 2021 semester. The transcription and first-cycle coding of interviews will take place immediately following the interviews. During this period, the introduction, methodology, and theoretical framework of the report will also be developed. Once all interviews are conducted and coded, the data analysis will begin to be written. It is hoped that this can be achieved during the spring of 2022. With 10-15 interviews consisting of a maximum of 30 minutes, about 7.5 hours will be spent interviewing at max. The coding cycle takes about an hour to complete, adding another 15 hours for each cycle. Finally, the writing of the paper

itself has accumulated about 10 hours currently, and could take another 10 once factoring in the data analysis. Overall, it is expected about 60-65 hours will be put towards this project.

Student's Role

This project is planned to encompass both my sophomore and junior years at Ohio University. This project was a result of my participation in the Connavino Program, which is the Ohio Honors program within the Patton College of Education. As the lead researcher, I will construct the paper, and conduct all interviews and analyses to produce results. This will be guided by my program instructors who will be facilitating the entire process.

Significance

As a teacher, it's important to create an environment that promotes learning for all students. One's emotional experience in the classroom is tied to their ability to learn (Arguedas et al., 2016, p. 101). One method to create a safe learning environment is promoting culturally responsive teaching or teaching with understanding cultural similarities and differences among students, peers, and their teachers (Rucker, 2019). By using culturally responsive teaching, it may help LGBTQ+ identifying students. This research may contribute to culturally responsive techniques that can be used to support LGBTQ+ students. As stated previously, this research is important because we have looked into outcomes for LGBTQ+ identifying students, and this research will be able to generate evidence to better outcomes.

This research is being conducted to create a foundation for how to make high schools a safer space for LGBTQ+ students by distributing a criterion. There are multiple future implications for this research, such as studying its effectiveness when our criteria are acted upon in a high-school setting and using it as a source to create further evidence-based practices.

References

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- Dearnley, C. (2005). A reflection on the use of semi-structured interviews. *Nurse Researcher*, 13(1), 19–28.
- Edwards, J., & Kaimal, G. (2016). Using meta-synthesis to support the application of qualitative methods findings in practice: A discussion of meta-ethnography, narrative synthesis, and critical interpretive synthesis. *Arts in Psychotherapy*, 51, 30–35. <https://doi-org.proxy.library.ohio.edu/10.1016/j.aip.2016.07.003>
- Gibbs, G. R. (2018). *Analyzing qualitative data*. (U. Flick, Ed.) (2nd ed., Vol. 6). SAGE.
- Heiden-Rootes, K., Salas, J., Moore, R., Hasan, S., & Wilson, L. (2020, February 2). Peer victimization and mental health outcomes for lesbian, gay, bisexual, and heterosexual youth: A latent class analysis. *Journal of School Health* 90, 771-778. <http://dx.doi.org.proxy.library.ohio.edu/10.1111/josh.12940>
- Malterud, K., Siersma, V. D., & Guassora, A. D. (2016). Sample size in qualitative interview studies. *Qualitative Health Research*, 26(13), 1753–1760. <https://doi-org.proxy.library.ohio.edu/10.1177/1049732315617444>
- Rucker, N. W. (2019, December 10). *Getting started with culturally responsive teaching*. Edutopia. Retrieved September 13, 2021, from <https://www.edutopia.org/article/getting-started-culturally-responsive-teaching>.

Biographical Information

Research is a process that I have become both extremely interested in and passionate about during my time at Ohio University. The Connavino Honors Program, sponsored by Ohio Honors and through the Patton College of Education, has provided my main foundation for being introduced to qualitative research. During my freshman year, we took an inquiry course that specifically looked into how to create and lead a qualitative research project. It was in this class where the idea for this project was generated, as LGBTQ+ studies and education were an intersection of my interests at the time. Along with that class and other research methods classes taken through the Connavino Honors Program, I have additionally been familiarized with the use of APA 7 - which will allow me to correctly format and use other research to build a foundation for my own.

COVID-19 has given me additional growth in knowledge in the way of learning how to conduct, record, and transcribe interviews in a virtual format. Furthermore, I am able to competently use transcription software to transcribe audio interviews and then import the interviews into our coding software, MAXQDA, to begin to be coded by myself as well.

Budget

Item	Amount	Source	Justification
15 \$6 Donkey Giftcards for Incentive	\$90.00	Donkey Coffee in Athens, OH	This will be used as a reward for participation in the interviewing process and will be given to all participants.
Otter.ai Pro Subscription	\$99.99	Otter.ai	This will be used to transcribe all audio-recorded interviews that are imported onto the software without being limited by import amount of minutes. Using this transcription service will allow us to import files to MAXQDA to be coded.
<u>Total Requested</u>	\$189.99		