Informational Webinar:
LGBTQ2SIA+ Student Success Grant Program

November 9, 2022

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Office of Equity, Diversity, and Inclusion

Agenda

   I. **LGBTQ2SIA+ Student Experience**

  II. **LGBTQ2SIA+ Student Success Plan**

 III. **Funding Amounts and Grant Eligibility**

 IV. **Evaluation Criteria**

  V. **Timeline**

 VI. **How to Apply**

VII. **Submit Questions**

Application Materials:
Found on OregonBuys "File Attachments"
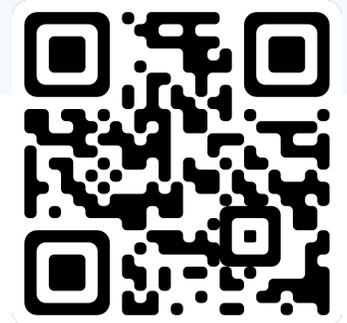
On OregonBuys, under S-58100-00004785

- **Request for Applications (RFA)**
- **Attachment A - Sample Grant with Insurance**
- **Attachment B - Application Certification Sheet**
- **Attachment C - Application** (Word doc)
- **Attachment D - Budget And Budget Narrative** (Word doc)
- **Attachment E - LGBTQ2SIA+ Student Success Plan**
- *FAQ Documents - will be added here!*

I. LGBTQ2SIA+ Student Experience

The Acronym

LGBTQ2SIA+

Lesbian

Gay

Bisexual, Pansexual, Polysexual

Transgender, Nonbinary

Queer, Questioning

Two Spirit, Indigiqueer

Intersex

Asexual, Aromantic, Agender

Myriad of additional marginalized gender identities, expressions, and sexual & romantic orientations

LGBTQ2SIA+ Students are… in ALL of our schools

About **8%** of Oregon youth are **transgender**, **unsure**, or **gender-expansive**

8% of 6th, 8th, and 11th Graders   OHA 2020 SHS Survey

About **1 in 3** of Oregon youth state a **LGB+**, **other**, or **unsure** sexual orientation

34.4% of 8th Graders
28.7% of 11th Graders   OHA 2020 SHS Survey

61% of LGBTQ+ students reporting being **bullied**

43% of gender expansive students report **seriously considering suicide**

OHA 2020 SHS Survey

LGBTQ2SIA+ students are 3x as likely to miss school due to fear

LGBTQ2SIA+ students are **2-3x** as likely to experience **sexual assault**

OSSCC 2020 Oregon Safe Schools Report

LGBTQ2SIA+ Students of color are… feeling unsafe

About 1 in 4 Oregon youth experience conflict/tension at school based on race, ethnicity, culture, religion, gender, sexual orientation, or disability

23% of 6th, 25% of 8th, and 30% 11th Graders   OHA 2020 SHS Survey

43.6% of Native and Indigenous LGBTQ students reported missing at least one day of school in the last month because they felt unsafe or uncomfortable.

93.2% heard racist remarks; and 62.5% heard racist remarks often or frequently

GLSEN Native and Indigenous LGBTQ Youth, 2020

Students feel unsafe at school.

54.9% Latinx & 51.6% Black LGBTQ students felt unsafe at school because of their sexual orientation,

44.2% & 40.2% because of their gender expression, &

22.3% & 30.6% because of their race or ethnicity.

GLSEN Latinx and Black LGBTQ Youth, 2020

LGBTQ2SIA+ Students can… thrive & succeed

When LGBTQ students of color have supportive educators, they have higher GPAs and are more likely to plan on going to college.

GLSEN Supporting LGBTQ Youth of Color, 2020

LGBTQ youth who live in a community that is accepting of LGBTQ people reported significantly lower rates of attempting suicide compared to those who do not.

Trevor Project LGBTQ+ Youth Mental Health Survey, 2022

Youth find moments of joy in

- Therapy & medication
- Gender-affirming clothing
- Family & parental support
- The LGBTQ community
- Accepting & affirming friends
- Hope & excitement for the future
- Happy LGBTQ elders & married couples
- Athletics & Exercise
- LGBTQ student clubs
- Art, crafting, drawing
- Learning about LGBTQ history
- Supportive teachers
- Having a safe space to express gender, gender identity, and sexuality
- All gender restrooms
- Queer role models
- Going to college

Trevor Project LGBTQ+ Youth Mental Health Survey, 2022

II. LGBTQ2SIA+ Student Success Plan Overview

LGBTQ2SIA+ Student Success Plan (2020)

The [LGBTQ2SIA+ Student Success Plan](#) provides strategies to work toward addressing educational and mental health needs of LGBTQ2SIA+ Students. The plan addresses:

- specific LGBTQ2SIA+ **youth experiences**;

- a **research review** and state policy challenges; and

- a summary of three interdependent levels of **recommendations**: individual intention and impact, institutional policies and facilities, and state accountability and support systems.

One of the ways the plan will be implemented is through grants for programming to local entities. $2 Million per biennium, per SB 52 (2021).
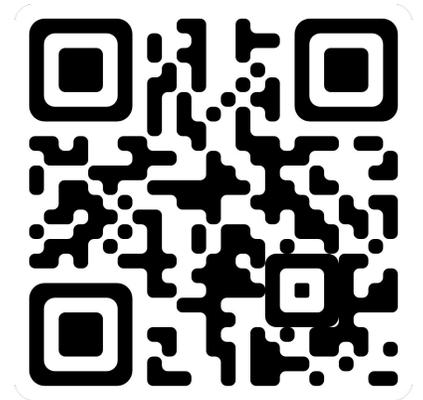
LGBTQ2SIA+ Student Success Plan (2020)

Scan Code for Plan
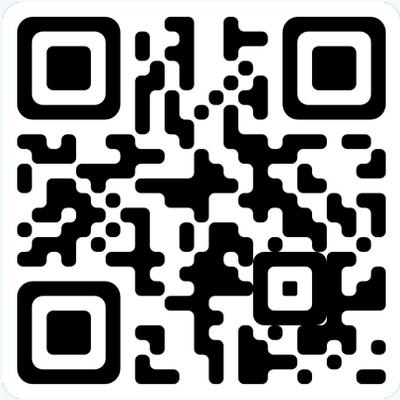
Domain 1:
Individual Intentions & Impact

- **Supportive Educators**
  - Professional development
  - Social, Emotional Support for staff
  - Teacher preparation programs
  - Inclusive teaching practices
- **Supportive Peers**
- **Supportive Families**

LGBTQ2SIA+ Student Success Plan (2020)

Scan Code for Plan
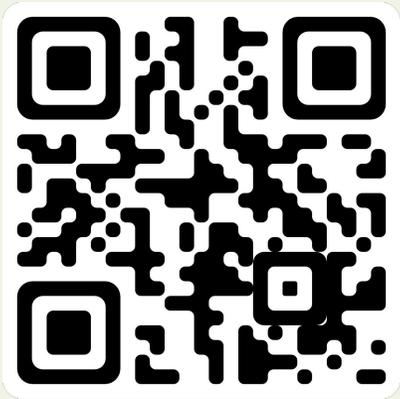
Domain 2: Institutional Policies and Facilities

- **Safer Affirming Spaces**
  - Facilities and activities (K-12 & higher ed)
  - Access to mental health supports
  - Increase visible LGBTQ2SIA+ support
  - Anti-discrimination & anti-bullying policies
- **Inclusive and Affirming Curriculum**

LGBTQ2SIA+ Student Success Plan (2020)

Scan Code for Plan
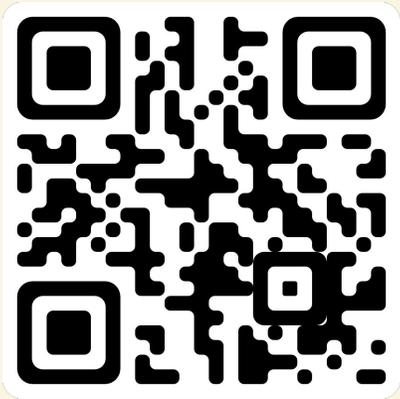
Domain 3: State Accountability and Support Systems

- **Create School Climate Survey for Students, Educators, and Administrators** (ODE & OHA)
  - All districts participate in the survey
- **ODE Capacity to Support Districts & Families**
- **Cross-Agency Collaboration**

Statutory Strategies (ORS 329.847)

(4) The plan developed and implemented under this section must provide strategies to:

(a) Address the disproportionate rate of disciplinary incidents involving plan students as compared to all students in the education system;

(b) Increase parental engagement in the education of plan students;

(c) Increase the engagement of plan students in educational activities before and after regular school hours;

(d) Increase early childhood education and kindergarten readiness for plan students;

(e) Improve literacy and numeracy levels among plan students between kindergarten and grade three;

Statutory Strategies (ORS 329.847)

(4) The plan developed and implemented under this section must provide strategies to:

(f) Support plan student transitions to middle school and through the middle school and high school grades to maintain and improve academic performance;

(g) Support culturally responsive pedagogy and practices from early childhood through post-secondary education;

(h) Support the development of culturally responsive curricula from early childhood through post-secondary education;

(i) Increase attendance of plan students in early childhood programs through post-secondary and professional certification programs; and

(j) Increase attendance of plan students in four-year post-secondary institutions of education.

Project Examples

from LGBTQ2SIA+ Plan strategies

- **Professional development series for teachers**
- **Regional affinity group to improve social emotional support of LGBTQ2SIA+ school staff**
- **Family outreach and engagement events to increase supportive behaviors**
- **Pilot school climate survey for students and staff**
- **Plan and host GSA/pride club events**
- **Purchase flags or posters to increase visible LGBTQ2SIA+ support**
- **Develop or purchase LGBTQ2SIA+ inclusive curriculum**

New! LGBTQ2SIA+ Student Success **Resources page** rooted in the Plan Strategies

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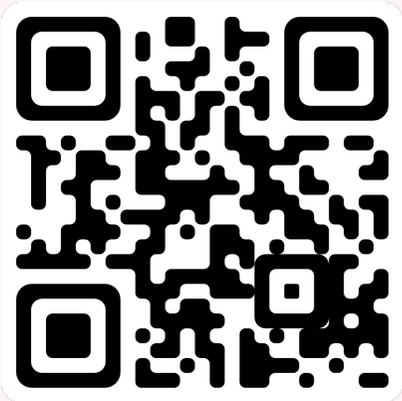
What are districts and schools in Oregon expected to do?

- ❏ **Laws, Rules, and Guidance**
- ❏ **Oregon Standards & Performance Indicators**

What do the LGBTQ2SIA+ student data tell us?

- ❏ **LGBTQ2SIA+ Data**
- ❏ **Improving LGBTQ2SIA+ Data Collections**

How do we create inclusive and affirming school communities?

- ❏ **Planning Tools and Frameworks for Administrators**
- ❏ **Inclusive Materials & Practices for Educators**
- ❏ **Safer Affirming Spaces: Athletics, Facilities, Activities, and Clubs**
- ❏ **Professional Development Opportunities**

What supports are available for youth and families?

- ❏ **Student & Youth Resources**
- ❏ **Parent, Family, & Caregiver Resources**
- ❏ **How to File a Complaint or Appeal**

How do students and families access affirming healthcare in Oregon?

- ❏ **Mental Health & Crisis Response**
- ❏ **Gender Affirming Care Resources**

Reminder: Please add questions to the chat!

We will continue to compile **Frequently Asked Questions (FAQs)** and post them as soon as possible on these pages:

Scan for LGBTQ2SIA+ Grants Webpage

Scan for Oregon Buys Posting

II. Funding Amounts & Grant Eligibility

Funding Amounts

- **Total grant funding is <u>$2 Million</u> per biennium**

- **The 2022-23 LGBTQ2SIA+ Student Success grant will be funded through <u>June 30, 2023</u>**

- **<u>Up to $200,000 total</u> per grantee, but no minimum grant amount required**

  - Applicants should indicate one-time or startup costs for this first, shortened biennium (see budget table)

- **ODE may choose to <u>extend or renew</u> grant contracts into the 2023-25 biennium** (see RFA Section 1.2)

Eligibility

To be eligible, an Applicant must be a:

- **Community-Based Organization;**
- **Culturally Specific Organization;**
- **Early Learning Hub;**
- **Provider of early learning services;**
- **School district;**

- **Education service district (ESD);**
- **Public charter school;**
- **Tribal government;**
- **Post-secondary institution of education;** or
- **A consortium of these entities**

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IV. Evaluation Criteria

Evaluation Criteria

According to

RFA Section 3.4.2, [ORS 329.847](ORS 329.847), and [OAR 581-017-0756](OAR 581-017-0756)

Project Description	**25 points**
Applicant and Community Overview	**10 points**
Regional Focus	**5 points**
Student and Community Voice	**10 points**
Partnerships	**10 points**
Progress Measures and Evaluation	**10 points**
Project Roles	**5 points**
Budget and Budget Narrative	**20 points**
Equitable Distribution of Funds	**5 points**
Total points possible	**100 Points**

Applicant Information

- Name of Lead Applicant/Organization

- Mailing Address

- Website

- Organization Type (eligible entities)

- Authorized contact information

- Authorized fiscal contact (if different)

- Consortium Member Contact Information

Photo by Alexander Grey on Unsplash

Project Description

Overview

- Clearly describe of your Project

- LGBTQ2SIA+ Student Success (SS) Plan strategies and desired outcomes

  - May also choose other SS plan strategies (AABSS, Latinx, AI/AN)

- Address intersectional needs of Plan students (e.g., race, ethnicity, disability, national origin, religion, etc.)

- Demonstrate how activities center equity

+ Activities Tables

- Indicate chosen LGBTQ2SIA+ Student Success Plan strategies

- Include specific activities, timelines, partnerships, and community voice, and desired outcomes that will accomplish Plan strategies

- Are timelines achievable?

- Are outcomes specific and measurable?

Project Description

Statutory Alignment

(a) Address the disproportionate rate of disciplinary incidents involving plan students as compared to all students in the education system;
(b) Increase parental engagement in the education of plan students;
(c) Increase the engagement of plan students in educational activities before and after regular school hours;
(d) Increase early childhood education and kindergarten readiness for plan students;
(e) Improve literacy and numeracy levels among plan students between kindergarten and grade three;

(f) Support plan student transitions to middle school and through the middle school and high school grades to maintain and improve academic performance;
(g) Support culturally responsive pedagogy and practices from early childhood through post-secondary education;
(h) Support the development of culturally responsive curricula from early childhood through post-secondary education;
(i) Increase attendance of plan students in early childhood programs through post-secondary and professional certification programs; and
(j) Increase attendance of plan students in four-year post-secondary institutions of education."

Project Description
Project example using Activities Tables

Proposed LGBTQ2SIA+ Student Success Plan Strategy #1	[Insert chosen LGBTQ2SIA+ Plan strategy here.]			
Activities	**Intended recipients**	**Timeline**	**Involved Partners**	**Outcomes**

Proposed LGBTQ2SIA+ Student Success Plan Strategy #1	Objective #2: Inclusive Curriculum Students experience LGBTQ2SIA+ inclusive, culturally sustaining, curriculum and pedagogy across grades and subjects.			
Activities	Intended recipients	Timeline	Involved Partners	Outcomes

Proposed LGBTQ2SIA+ Student Success Plan Strategy #1	Objective #2: Inclusive Curriculum Students experience LGBTQ2SIA+ inclusive, culturally sustaining, curriculum and pedagogy across grades and subjects.			
Activities	Intended recipients	Timeline	Involved Partners	Outcomes
Professional development on LGBTQ2SIA+ affirming and inclusive language & practices				
Instructional materials review committee				
Purchase LGBTQ2SIA+ affirming instructional materials (curriculum and library books)				

Proposed LGBTQ2SIA+ Student Success Plan Strategy #1	Objective #2: Inclusive Curriculum Students experience LGBTQ2SIA+ inclusive, culturally sustaining, curriculum and pedagogy across grades and subjects.			
Activities	Intended recipients	Timeline	Involved Partners	Outcomes
Professional development on LGBTQ2SIA+ affirming and inclusive language & practices	**All Middle School teachers**			
Instructional materials review committee	**Committee recommends materials to Administration**			
Purchase LGBTQ2SIA+ affirming instructional materials (curriculum and library books)	• **Students** • **Teachers** • **Library staff**			

Proposed LGBTQ2SIA+ Student Success Plan Strategy #1	Objective #2: Inclusive Curriculum Students experience LGBTQ2SIA+ inclusive, culturally sustaining, curriculum and pedagogy across grades and subjects.			
Activities	**Intended recipients**	**Timeline**	**Involved Partners**	**Outcomes**
Professional development on LGBTQ2SIA+ affirming and inclusive language & practices	All Middle School teachers	**Cohort model, Meet 3 times per school year**		
Instructional materials review committee	Committee recommends materials to Administration	**Monthly meetings, complete by Spring 2023**		
Purchase LGBTQ2SIA+ affirming instructional materials (curriculum and library books)	• Students • Teachers • Library staff	**Purchased by May-June 2023**		

Proposed LGBTQ2SIA+ Student Success Plan Strategy #1	Objective #2: Inclusive Curriculum Students experience LGBTQ2SIA+ inclusive, culturally sustaining, curriculum and pedagogy across grades and subjects.			
Activities	**Intended recipients**	**Timeline**	**Involved Partners**	**Outcomes**
Professional development on LGBTQ2SIA+ affirming and inclusive language & practices	All Middle School teachers	Cohort model, Meet 3 times per school year	• **Local CBO "Pride Co."** • **Student leaders from GSA**	
Instructional materials review committee	Committee recommends materials to Administration	Monthly meetings, complete by Spring 2023	**Teachers, LGBTQ2SIA+ students and families, CBOs**	
Purchase LGBTQ2SIA+ affirming instructional materials (curriculum and library books)	• Students • Teachers • Library staff	Purchased by May-June 2023	**LGBTQ2SIA+ students and families**	

| Proposed LGBTQ2SIA+ Student Success Plan Strategy #1	Objective #2: Inclusive Curriculum Students experience LGBTQ2SIA+ inclusive, culturally sustaining, curriculum and pedagogy across grades and subjects.			
Activities	**Intended recipients**	**Timeline**	**Involved Partners**	**Outcomes**
Professional development on LGBTQ2SIA+ affirming and inclusive language & practices	All Middle School teachers	Cohort model, Meet 3 times per school year	• Local CBO "Pride Co." • Student leaders from GSA	• **50 teachers trained district wide** • **Evaluation surveys show increase in comfort/skills**
Instructional materials review committee	Committee recommends materials to Administration	Monthly meetings, complete by Spring 2023	Teachers, LGBTQ2SIA+ students and families, CBOs	**Completed list of supplemental materials, sorted by content area.**
Purchase LGBTQ2SIA+ affirming instructional materials (curriculum and library books)	• Students • Teachers • Library staff	Purchased by May-June 2023	LGBTQ2SIA+ students and families	**5-10 books, videos, or materials are purchased and implemented in each core content area.**

Applicant & Community Overview

- How do your purpose, vision, and goals connect with the purpose of the Grant Program?

- Include examples of issues faced historically by LGBTQ2SIA+ students in your community

- Include examples of successful efforts to improve conditions for LGBTQ2SIA+ students and communities

- Include examples of successful efforts of family engagement, leadership development, or advocacy

- For school districts and ESDs: Include examples of prior efforts at school and district level

  - If no efforts, describe barriers and strategies to address them

Region Where Services Will Be Provided

According to

RFA Section 3.4.2,
ORS 329.847, and
OAR 581-017-0756
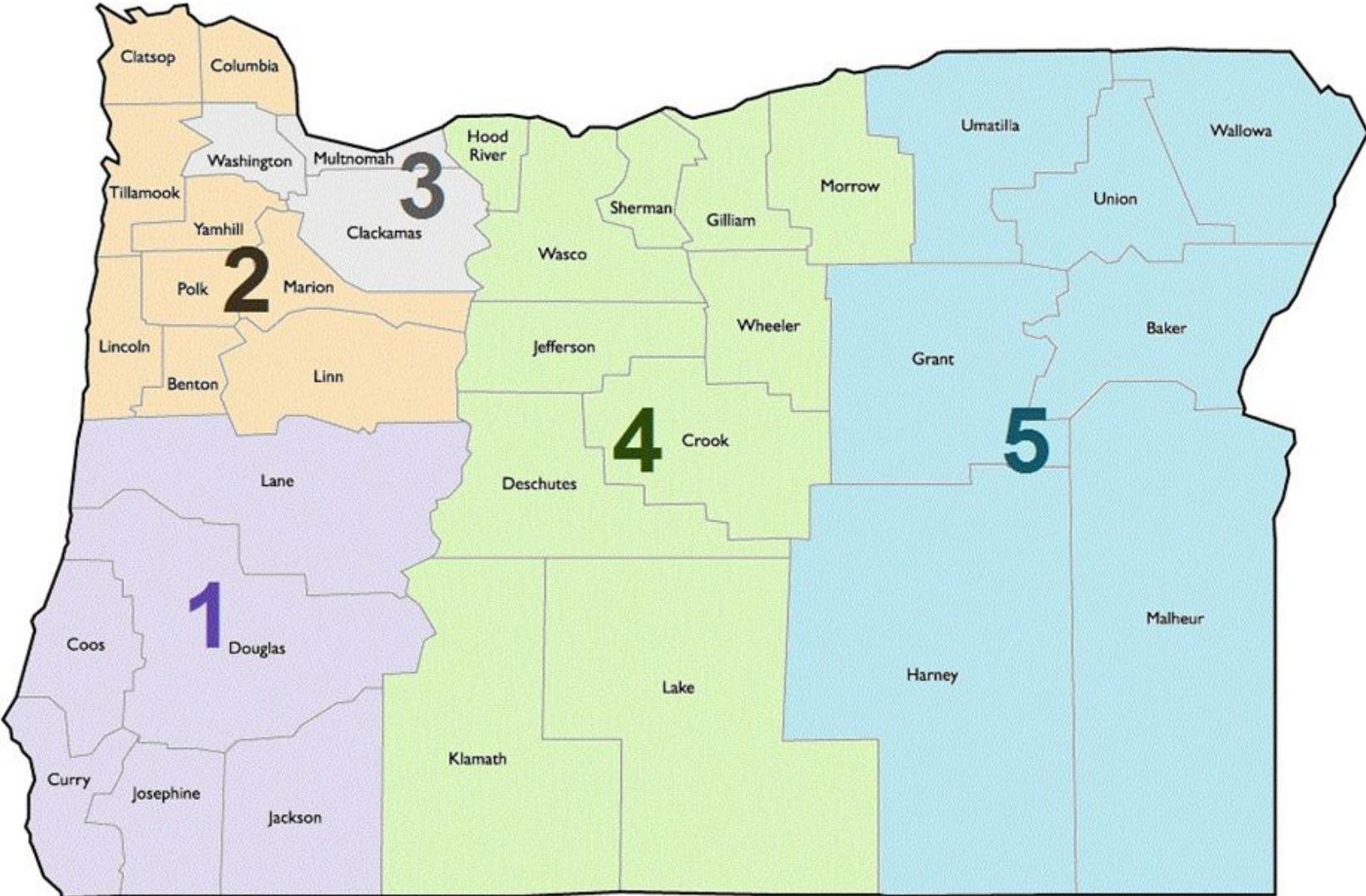
Regional Focus

- Describe how Program meets unmet needs or supports underserved Plan student populations

  - Describe number of existing programs

  - What needs are not being addressed by existing programs?

  - What LGBTQ2SIA+ Student Success Plan strategies are or are not being implemented?

Student & Community Voice

- Does the Project engage and/or plan to engage LGBTQ2SIA+ Student Success Plan students and communities?

- Include description of how students and community members will be involved throughout the Project in decision-making roles

- Describe relationship building or recruitment efforts

- Describe plan to communicate progress with students and community members

- Strategies to address participation barriers to ensure authentic engagement opportunities (e.g., childcare, compensation, technology, language translation, etc.)

Partnerships

- Describe any planned Partnerships in the Project

- Why are they the right partner organization(s) for this Project?

- What is the unique strength each partner will contribute to the Project?

- What structures are in place to ensure accountability among the Project partners?

- If you chose not to partner with another organization or agency, describe why

Progress Measures & Evaluation

- How will you measure and report towards identified Project goals?

- How will you use feedback in real-time to inform your Project goals?

- How will you communicate progress of the Project to your community and stakeholders?

Project Roles

- Describe the key staff and/or volunteers involved with your Project

- Describe how these roles will support the Project, including compensation

Photo by Kenny Eliason on Unsplash

Budget Narrative

- Is your budget appropriate for the scope of the proposed activities and services?

- Did you budget for salaries, hourly wages, and Full-Time Equivalent (FTE) for all Project Roles?

- How well will you maintain and sustain the work over your proposed timeline?

Budget Table

Budget Categories	Description	Budgeted Amount	Check X to indicate one-time cost:

Budget Table
Project example using Budget Tables

See **Attachment D - Budget**
for template and information

Budget Categories	Description	Budgeted Amount	Check X to indicate one-time cost:
Staff	LGBTQ2SIA+ Program Coordinator	$35,000 Jan-June 30 2023 ($70,000 annual, 1.0 FTE)	
Professional Development	Teacher Training Program CBO Consulting fees	$20,000	X
Instructional Materials	Books and materials	$10,000	X
Community Engagement	Review committee participation stipends, childcare, translation, food, transportation, etc.	$5,000	

Equitable Distribution of Grant Funds

- Does your budget demonstrate equitable distribution of Grant Funding?

  - This means using Grant funds to ensure maximum participation by community members.

  - For partners, they must receive enough funding sufficient to complete their work and contribution to the Project goals.

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V. Timeline

Timeline

Questions / Requests for Clarification Due to SPC

- November 23rd, 2022 - 12 p.m. PST

Closing (Applications Due)

- December 7, 2022 - 5 p.m. PST

Awards Notification (approximate)

- January 11, 2023

VI. How to Apply

How to Download and Review all Application Materials

All Application materials can be found on OregonBuys, under "File Attachments"

- **Request for Application (RFA)**

- Attachment A - Sample Grant with Insurance

- **Attachment B - Application Certification Sheet**

- **Attachment C - Application** (Word doc)

- **Attachment D - Budget And Budget Narrative** (Word doc)

- Attachment E - LGBTQ2SIA+ Student Success Plan

- *FAQ Documents - will be added here!*
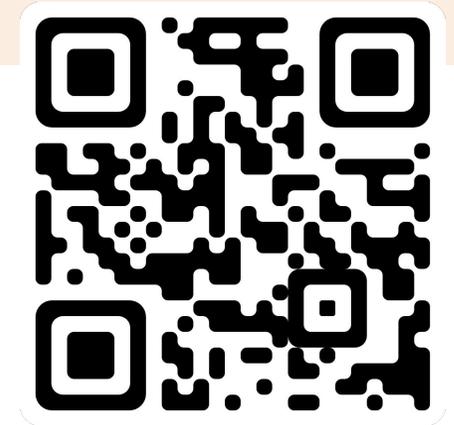
Complete and submit these documents

How to Submit Completed Application Materials

Submit your application materials through ODE's Secure File Transfer Process by **December 7th at 5:00pm**

- Select Single Point of Contact (SPC) "Jeanie.stuntzner@ode.oregon.gov" from the list on the left and use the "right arrow" to send the file to Jeanie Stuntzner.

- Be sure to include your email address where appropriate and attach all necessary documents.

- Multiple files must be compressed (zipped) into a single folder for submission.

- **Only complete Applications submitted by Closing will be evaluated and scored.**

- If you need assistance with the secure file transfer process, contact the Agency's helpdesk at 503-947-5715 or email at ode.helpdesk@ode.state.or.us.

Before you Apply…

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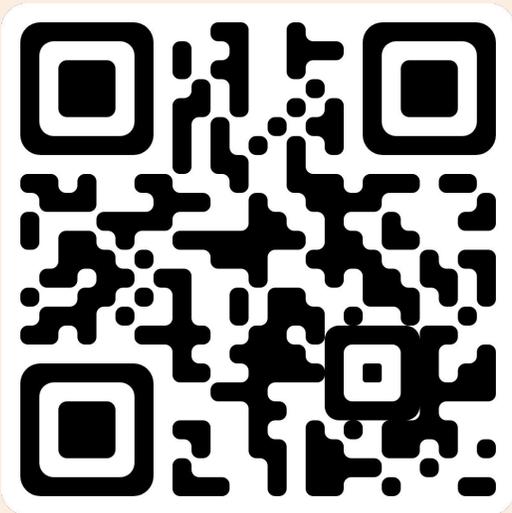
Be sure to read the **RFA** & **LGBTQ2SIA+ Student Success Plan** before applying!

June 2020

LGBTQ2SIA+ Student Success Plan

Lesbian
Gay
Bisexual
Transgender/non-binary
Queer/Questioning
2 Two-Spirit
Intersex
Asexual

+ Recognizes that there are myriad ways to describe gender identities & sexual orientations

A note on the title: The Advisory Group discussed multiple options for a title. None of the options felt like they adequately captured the desire to be fully inclusive while being simple and connected to commonly used research terms. The majority of the workgroup present at the time of discussion supported the decision to use this acronym with the words spelled out to bring awareness to the myriad ways people within this community identify. There was recognition that this acronym specifically leaves out non-binary, which is a term used in education and research. For the purposes of this plan, it is included with Transgender, recognizing that the two terms are different and people who identify as one may not identify as the other. The workgroup's hope with this title is that it expands awareness and adds to the vocabulary of describing the infinite spectrum of sexual orientation, gender identity, gender expression and biology.

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Oregon achieves . . . together!

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Thank you for your interest!

All questions are due by **November 23 at 12 p.m.**

Send questions or requests for clarification to the Single Point of Contact (SPC)
Jeanie Stuntzner jeanie.stuntzner@ode.oregon.gov

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