

LGBTQ2SIA+ Student Success
Advisory Group Meeting Minutes
 March 10, 2026 (Virtual)



Time	Topic	Presenter(s)
4:00	<p>Member Community Building & Welcome</p> <p><i>Community building activities not open to the public.</i></p>	Co-chairs
4:10	<p>ODE LGBTQ2SIA+ Student Success Updates Pride in Numbers Survey and Art Project extended to 5/31.</p> <p><i>Call in line will open for the public meeting.</i></p> <p>The LGBTQ2SIA+ Legislative Report is now posted on the ODE website, please feel free to share it out with all of your community partners.</p> <ul style="list-style-type: none"> ● Does the group have feedback as to how we can increase engagement and spread this out to the community? Please reach out if you have any suggestions <p>Program coordinator and a member will be submitting a presentation proposal to Oregon Association of Student Councils (OASC) Spring Conference that will take place in late April.</p> <p>The LGBTQ2SIA+ Advisory Group Recruitment is coming up</p> <ul style="list-style-type: none"> ● If folks would like to become more involved with the process please reach out 	Angie Foster-Lawson
4:20	<p>SSP Revision Drafting (Whole Group): Brainstorm Recap Recap of February Brainstorm workgroup meetings, whole-group share-out time for each workgroup.</p> <p>There has been over a year of Student Success Plan revisions</p> <ul style="list-style-type: none"> ● Jan 2025 - Public SSP Revision Survey (closed 1/5) ● Oct 17 - AG Retreat in Salem <ul style="list-style-type: none"> ○ Sort by Current SSP Section OR Gaps ○ Whole group discussion/first impressions ● Nov 13 - Workgroup meeting #1 <ul style="list-style-type: none"> ○ Review and identify key highlights ● Dec 10 - Workgroup meeting #2 <ul style="list-style-type: none"> ○ Silent review & add sticky notes – reorg if needed ○ Discuss by section/priority topic (intersectionality) 	Angie Foster-Lawson Co-chairs

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	<ul style="list-style-type: none"> ● Jan 13 - Brainstorm doc with sections + themes ● Feb - Theme-based workgroups meet throughout Feb <p>Remaining Timeline and Tasks:</p> <ul style="list-style-type: none"> ● March - Identify goals/metrics/strategies for each section/theme ● April-May- Workgroups solicit community engagement on drafts as needed OR co-host w/ ODE ● June-July - Final draft completed for summer town halls <p>Silent individual review of brainstorm work</p> <ul style="list-style-type: none"> ● Group Share out: <ul style="list-style-type: none"> ○ There will be different levels of engagement, specifically with younger children and family engagement ○ Themes around family feedback: <ul style="list-style-type: none"> ■ Lack of support ■ The parent/caregiver can be the barrier in some ways ■ Make connections to existing resources ■ How families understand how data is stewarded through the K-12 journey so it's not a surprise later on ■ Increase cultural awareness ○ How can we embed inclusive practices into other state programs and initiatives? Connection across different organizations is key to lift the burden from local groups to prevent overwhelm. ○ Higher Ed feedback: <ul style="list-style-type: none"> ■ Resources can be hard to find on campuses, they tend to be student led which leads to burnout and turnover as they graduate out. ■ Campus climates are more reactive than proactive. There isn't always clear guidance for faculty and staff until after something is said. ■ Intersectionality is important. ■ Sending clear signals that campuses are a safe place is very important. ■ Taking key transition periods into account is important. How can time bound culturally responsive protocols be implemented during these pivotal times? 	

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	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Having a focal single point of contact increases engagement with youth. ○ Youth engagement feedback: <ul style="list-style-type: none"> ■ Making sure students feel safe to share, it's their right to have a voice, but not their responsibility. ■ Causing burnout in youth is very real. ■ Anonymous and confidential surveys are helpful. Add on the culturally specific aspect to any existing survey. ■ Confidential conversations can be used for students who are too young to complete written surveys. ■ Teachers and Admin need to be on the same page in order to create an enforceable standard ■ Schools use a lot of third party apps, creating protocols to check which apps are being used and where the names are being populated from. Students can be outed depending on where the app pulls the names from, and individuals should make those decisions with awareness. <ul style="list-style-type: none"> ● Finding alignment between all of the people and technology is essential ● Getting feedback from substitute teachers would be great to determine how best to provide supports ○ Community connections feedback: <ul style="list-style-type: none"> ■ Keeping up with small organizations that are doing work is difficult due to low budgets that lead to high turnover/closure rates. ■ Where the school can't, community org's can. There can be more flexibility where they spend their dollars. ■ Making sure adults also get the support they need in order to show up for the youth. That's a challenge everywhere, especially in rural areas. ■ Being visible in schools is key to making staff and students feel safe. ■ Increasing networking opportunities is also important ○ Rural feedback: <ul style="list-style-type: none"> ■ Language and how things are framed are highly important. Some spaces can't be as open, as 	

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	<p>long as the community can find the resources that's what matters.</p> <ul style="list-style-type: none"> ■ If being visible means it's not going to happen then creativity is key. ■ Budgeting resources can be shared when organizations collaborate. ■ There are small schools even in more populous areas that don't have GSAs because it's felt that the community isn't large enough. Having digital resources available is very important. <p>Review of Statutory Objectives ORS 329.847 (4)(a-j)</p> <p>LGBTQ2SIA+ Student Success Plan (SSP): Review draft structure and differentiate between plan strategies</p> <ol style="list-style-type: none"> 1. Statutory Objectives (ORS) 2. Priority (Systemic Metric) 3. Strategy (Systemic Metric) 4. Implementation Examples (Assessment) <p>SSP Implementation Tools: Outside the plan, we can support with additional resources:</p> <ul style="list-style-type: none"> ● ODE Resources Webpage ● SSP 1 pagers by audience ● SSP resources & toolkits ● LGBTQ2SIA+ SSP newsletter ● (2028) SSP Grantee Resources on Oregon Open Learning 	
5:20	Break	
5:25	<p>SSP Revision Drafting (Work Time): Getting to Strategies</p> <p>AG members will continue work on drafting strategies, and allow time for scheduling community engagement meetings.</p> <p>Example: Supportive Families</p> <ol style="list-style-type: none"> 1. Statutory Objective: Increase parental engagement in the education of plan students 2. Priority: Supportive Adults: Educators, families and found families increase supportive behaviors toward LGBTQ2SIA+ youth and community members. 	Angie Foster-Lawson Co-chairs

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	<p>3. Systemic Metric: (District) utilizes local school climate survey and measures an increase of 40% in sense of belonging and family belonging for LGBTQ2SIA+ youth over 3 years</p> <p>4. Strategy: CBO partner hosts culturally responsive family engagement that support LGBTQ2SIA+ youth, with support from local or regional education partners.</p> <p>5. Implementation Examples: Virtual training to increase awareness connection between family acceptance and positive LGBTQ2SIA+ youth mental health & academic success</p> <p>6. Assessment: 75% of family members will report improved self-assessment aligned with Family Acceptance Project affirming behaviors.</p> <p>Work time to develop strategies:</p> <ul style="list-style-type: none"> ● Purpose: Add ideas for or start drafting strategies within each priority section ● Question: How can we turn these NEEDS into the gold-star STRATEGIES that meets the need / brings the plan to life? <p>Priority 1:</p> <ul style="list-style-type: none"> ● Supportive Adults: Increase supportive behaviors of adults and decision-makers in educational spaces who may not hold LGBTQ2SIA+ identities. <p>Priority 2:</p> <ul style="list-style-type: none"> ● Community Connections: Connections to LGBTQ2SIA+ community spaces, leaders, and elders is essential for queer and trans youth and adults to thrive. Allied leaders should prioritize paid partnerships and connections with regional LGBTQ2SIA+ community leaders, including culturally-specific community based organizations, early learning providers, local agencies, and decision makers. Events that focus on the joy of being in-community should be prioritized here. Support for queer families and their connection with community. <p>Priority 3:</p> <ul style="list-style-type: none"> ● Safer Spaces: Outdoor school, athletics, student groups, activities, classrooms, overnight trips, community spaces, visible symbols of support. <p>Priority 4:</p>	

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	<ul style="list-style-type: none"> ● Culturally Responsive Curriculum: literacy, materials, library books, family-affirming examples, all the ways this shows up across education. <p>Priority 5:</p> <ul style="list-style-type: none"> ● Clear Policies and Systems: Integrating support into existing policies, systems, and priorities. Name changes in student information systems, non-discrimination and bullying response, Rural or legislative, support for trans/queer parents and caregivers within forms/systems/enrollment. <p>Priority 6:</p> <ul style="list-style-type: none"> ● Transitions and Basic Needs: Supporting through various life-transitions, connection to intergenerational spaces and queer elders, addressing housing instability and other basic needs (transportation, mental health services, recovery, justice involvement), resource mapping, early adult life skills <p>Group feedback:</p> <ul style="list-style-type: none"> ● Is there any option to reflect students who have queer parents but don't identify as a part of the community themselves? <ul style="list-style-type: none"> ○ That could be under community connections or safer spaces <p>ODE will be holding specific engagement sessions to best gather community voice around these priorities and strategies. Please reach out if you are aware of any opportunities, spaces or communities that would be beneficial to connect with. Will be a combination of virtual as well as in person events.</p>	
5:45	<p>Feedback Requested: OHA Student Health Survey (SHS) LGBTQ2SIA+ Report Draft Preview</p> <p>ODE staff will share a draft of the first ever LGBTQ2SIA+ specific SHS statewide report for AG feedback and next steps.</p> <p><i>Zoom breakout groups with less than member quorum not open to the public. Breakout feedback will be summarized when breakouts close and/or shared in the posted meeting minutes.</i></p> <p>Group feedback:</p> <ul style="list-style-type: none"> ● Very broad, doesn't break out data regarding identity or race/ethnicity ● OHA Data table is very hard to use 	Angie Foster-Lawson

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	<ul style="list-style-type: none"> ● The way the data is currently reported lacks sufficient description and clarity and doesn't seem ready to be shared to the public. When viewing, it is unclear what the data in the table means because the key and data labels are not listed with each separate table and there is no accompanying narrative description with the data. This makes looking at one specific area confusing, especially to someone who may be quickly looking for data to support a report or grant application. ● The report should share more nuanced data, not 2 large blocks of categorical data. It should also have a narrative of sorts, even if it's just presenting the basics of the information; this can then be shared with CBO's in Oregon that do work for/with queer youth. Information should be easy for people to access. ● The comparison between LGBTQ2SIA+ and all state without further context or information would make it challenging for people to meaningfully use this data. The impact of the way this information is currently communicated, to my view, adds to the deficit narrative about LGBTQ2SIA+ youth and could result in further stereotyping or harm of LGBTQ2SIA+ youth. ● Additionally, it would be helpful to users to see the data separated by at the very least, self-reported sexuality and gender - these days it's not necessarily accurate or best practice to report everything under one large category. I could see this being useful to an internal team, and this information is absolutely valuable to the community at large if edits were made. <p>Coordinator-provided feedback to Sharon Coryell at OHA 2/17:</p> <ul style="list-style-type: none"> ● Ideas for improvement - is this possible to achieve with this project, or would OHA be able to work with ODE to create separate analyses of the below requests? ● Having a report with only the Total LGBTQ2SIA+ youth (inclusive of queer and gender expansive youth) compared with all youth statewide is insufficient to understand the dynamic experiences of LGBTQ2SIA+ youth, and I'm concerned that it conflates the experiences of queer and trans youth by lumping them into a single large group. ● Suggestion: Would it be possible to run analysis as you and Margaux did for this statewide report, for each of the questions within this report? Seeing LGBTQ2SIA+ youth overall is good for one demographic view, but I would also want to see gender expansive, queer/questioning, and comparisons with cisgender/hetero student experiences, rather than just 	

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	<p>comparing to all youth total. E.g., Total cisgender vs. total transgender/gender expansive, total heterosexual vs. total queer/questioning, showing breakdown of gender identity and sexual orientation groups as well as the broader "LGBTQ2SIA+ and non-LGBTQ2SIA+". See screenshots from one of the data requests you both helped me with, for a glimpse of what I mean. The numbers can really change depending on what you pull.</p> <ul style="list-style-type: none"> ● Likewise, it would really help us to be able to see even a select few of the data/questions broken down by both race/ethnicity AND gender identity/sexual orientation, in order to see and better understand the intersectional experiences of LGBTQ2SIA+ youth who are also mixed race, Black, Latine, AI/AN (Two-Spirit/indigiqueer), NHPI (māhū), Middle Eastern/North African (MENA), etc. This could look like adding SOGI data into each of the other SSP reports, or having separate reports that look at the above metrics and breakdown further for these unique intersections. Is this possible? 	
6:00	Adjourn & Next Meeting Reminder	Angie Foster-Lawson
<p>Members Present: Member Arce, Member Ard, Member Bieberich, Member Castagna, Member Donecker, Member Fama, Member Goodman, Member Kishlock, Member Lenzi Miori, Member Saturn, Member Serra, Member Sullivan, Member Tenorio, Member Yohn</p> <p>Members Absent: Member Angle-Hobson, Member Bee, Member Brodbeck-Kenney, Member Chidester, Member Holley, Member Kahawai, Member Mirza, Member Molony, Member Roy, Member Serra, Member Smith, Member Stolk, Member Venson</p> <p>ODE Staff Present: Angie Foster-Lawson, Jenni Amado</p>		

The next meeting will be on April 14, 2026 from 4-6pm, virtually.