



LGBTQ2SIA+ Student Success Plan

2026 Biennial Report to the Oregon Legislature

Office of Equity, Diversity, and
Inclusion Initiatives

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DEPARTMENT OF
EDUCATION

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Executive Summary

In the LGBTQ2SIA+ Student Success Program, Oregon has one of the only LGBTQ2SIA+ specific grant programs from a state education agency in the country, funded by the Student Success Act, which currently invests \$2.1 million per biennium to 14 grantees across the state to improve educational outcomes for LGBTQ2SIA+ youth. The LGBTQ2SIA+ Student Success Advisory Group members and grantees have sustained hostile threats, doxing, and organized opposition, alongside connection and joy, in the pursuit of implementing this program to support queer and trans youth. Our intentional choice herein is to highlight our successes and joy in the face of bigotry and harassment. The Oregon Department of Education (ODE) submits this biennial report with the goal of highlighting both the stark challenges faced and heartening successes achieved when implementing this life-saving work.



Image: Pride flags drawn in chalk at Southern Oregon Unity Conference.

Grantee Possibility Models

24 grantees have spent the last three years bringing to life the ideas drawn into the first LGBTQ2SIA+ Student Success Plan (SSP). Possibility modeling, where queer youth can see a supportive pathway for themselves in the future, is incredibly important in growing resilient LGBTQ2SIA+ youth. A new section of this report **highlights [four possibility models](#)—suicide prevention and mental health, better together regional ESD model, culturally sustaining programming, and rural visibility and support**—which are composites of multiple grantees work across rural and urban regions of the state, laying a roadmap for community partners to replicate and adapt to fit their community needs.

Honoring Youth Needs & Student Success Plan Revision

This Student Success Plan equips Oregon communities with strategies and skills needed to increase supportive educators, schools, families, friends, and communities; such supportive measures are shown to increase academic success, feelings of belonging, and reduce negative mental health outcomes.¹ According to the 2024 Oregon Health Authority (OHA) [Student Health Survey](#), about 11% of Oregon youth surveyed are transgender, gender expansive, or unsure of their gender identity and 24% of Oregon youth are queer or unsure of their sexual orientation. The ODE 2025 [LGBTQ2SIA+ brief](#) highlights successful examples of LGBTQ2SIA+ affirming school environments aligned to the existing strategies of the student success plan, as seen in figure 1.

The 25-27 biennium will see a revised LGBTQ2SIA+ Student Success Plan (SSP), building upon and updating the 2020 plan for the next 5 years. In addition to the [public revision survey](#) opened January-December 2025, ODE staff, in partnership with Advisory Group members, are analyzing community insights and data from LGBTQ2SIA+ SSP advisory group minutes and year-end surveys, grantee final reports and youth insights, ODE district integrated application data, several Eastern Oregon town halls, [SEED](#) student write-in data from 2021-2025, [EVE](#) Education Workforce LGBTQ2SIA+ data, ODE Civil Rights related site visit student interviews, and Department of Early

Figure 1. In students' own words: When support is felt and seen...

"[My school] **accommodate[s] and advocate[s] for trans students** in class, sports, activities, and all areas of school and life."

"I feel that the school is very on point and quick to address harassment. Almost right away, when I started school...[I was] misgendered purposely, deadnamed purposely... called [homophobic slurs]. In the schools I have been to harassment hasn't ever really been dealt with but **when teachers were told about the situation here, it was quickly and wholly taken care of.**"

"I love how [my teacher] goes out of his way to help **protect the GSA** and support them in any events they want to create."

"[I'm] non-binary and actually came out this year...[every] teacher is very supportive, so I **would just like to point out how accepting this school is.**"

¹ As outlined in national and local data sources: [OHA 2024 Student Health Survey](#), [GLSEN 2021 Oregon State Snapshot](#), [Trevor Project 2024 U.S. National Survey on the Mental Health of LGBTQ Young People](#)

Learning and Care [LGBTQ Family Voice data](#). Anchored in community voice, the next SSP iteration will present an intersectional vision that Oregon queer and trans youth need to thrive.

When Visibility Leads to Hostility

Throughout the 2023–2025 Biennium, school leaders and partners offering direct, visible support for LGBTQ2SIA+ youth and families have reported being met with hostility. According to the 2025 ODE brief [Creating Schools where LGBTQ2SIA+ Students can Thrive](#), Oregon students' responses reinforced this trend, highlighting how equity-centered practices can result in anger, pushback, retaliation, and bullying from those who disagree with such practices, as shown in figure 2.

Influenced by the increasingly anti-LGBTQ national landscape, it is important to note what Oregon leaders are navigating on a daily basis: Trans athletes have been [named](#) and [targeted](#) in the media, being booed by adults and protested by fellow athletes at their sporting events; Parents in Southern Oregon helped organize a [student walk out](#) of about 200 to protest one trans child accessing high school locker rooms, resulting in queer youth creating safety plans in order to navigate the school; Following state law, ensuring outdoor school gender-affirming facilities caused a Willamette Valley area youth to [defend inclusive policies](#) at a school board meeting, stating "I felt it was absolutely necessary to voice my support today after I saw the outrage that our small community has shown to a fellow peer."; Several [community](#) and [library](#) pride events have been cancelled due to threats; On a system level, one community member shared with ODE that "[t]he [recent rejection](#) by the Oregon School Board Association of the development of a Pride Caucus is evidence of how far we have to go" after it failed without a two thirds vote. ODE has seen the [first decrease](#) in nonbinary (X) identified youth in 24-25, which may signal fewer youth feel safe reporting this information.

Figure 2. In students' own words: "Most of the time I don't feel safe"

"The only gender-neutral [bathrooms] are unpredictably locked, which leaves me dehydrated due to the fact that I **can't count on being allowed to use the restroom.**"

"[My teacher] has been racist, homophobic, sexist, and misogynistic to me and my peers. **Most of the time I don't feel safe.**"

"I get discriminated against very often, such as **being called the N-word...I also feel unsafe as an LGBTQ student** as the general opinion [about LGBTQ2SIA+ people] isn't great within the student community."

"I don't participate in any extracurriculars at my school because...[I] receive daily harassment from students just from walking the halls for how I look and what my sexuality is. So **why would I join a club or sport if it meant I'd be harassed more?**"

Success Stories Rooted in Partnerships

Many district leaders have shown unwavering support for LGBTQ2SIA+ youth and policies through these challenges. Those who have strong partnerships across their communities—support from youth, educators, mental health providers, parents and caregivers, school administrators, faith leaders, community based organizations, city and county partners, elected leaders, and local businesses—may have greater success in implementing LGBTQ2SIA+ affirming strategies. During a preliminary review of districts' 23–25 [Integrated Application](#) data, ODE staff noticed that some of the most explicit references to supporting LGBTQ2SIA+ youth came from districts who are LGBTQ2SIA+ SSP grantees or are connected to a grantee in their region, which may indicate districts who have strong community partnerships are more likely to feel safe and supported providing direct, visible support to LGBTQ2SIA+ youth.

Background and Program Overview

Oregon revised statute (ORS) ORS 329.847 requires the Oregon ODE to develop and implement a statewide education plan for LGBTQ2SIA+ students enrolled in early childhood through post-secondary education programs, by convening an advisory group and awarding grant funds.

To request a copy of the full report, please email the Oregon Department of Education's Government Relations and External Affairs Team at ODE.LegislativeReports@ode.oregon.gov. A copy of the full report is also available on the [LGBTQ2SIA+ Student Success Program webpage](#).

History and Purpose

Individual acts of bias are frequently reinforced through institutional policies and systems, creating compounded and intersecting harms across race and ethnicity, sexual orientation, gender identity, and disability status. In Oregon, LGBTQ2SIA+ students continue to face disproportionately high rates of bullying and harassment, school-based violence, sexual assault, chronic absenteeism, and suicidal ideation. LGBTQ2SIA+ students who are also students of color and/or students experiencing disabilities face even higher risks of violence, exclusion, and harassment. LGBTQ2SIA+ students of color—particularly Black and Latino/a/x students—are also more likely to be pushed out of educational settings through the combined impacts of school discipline practices and the criminal legal system.



Every Oregon student brings promise, resilience, and strength to their learning communities. Yet for decades, the education system has not consistently made this promise visible or accessible to LGBTQ2SIA+ students. This invisibility has been perpetuated by systemic data limitations, inconsistent school climate data collection, and the lack of formal, sustained mechanisms to meaningfully center LGBTQ2SIA+ student voice in education decision-making. Although Oregon allows students to identify beyond a binary gender framework, statewide data collection remains limited, and student sexual orientation data is not systematically collected. According to the 2025 Oregon Health Authority (OHA) Student Health Survey, about 11% of Oregon youth surveyed are transgender, gender expansive, or unsure of their gender identity and 24% of Oregon youth are queer or unsure of their sexual orientation.

The LGBTQ2SIA+ Student Success Plan was developed in response to these long-standing inequities and persistent disparities. Rooted in community advocacy, student testimony, and cross-sector collaboration, the Plan reflects years of organizing by students, families, educators, and LGBTQ2SIA+ community leaders who called for a comprehensive, statewide framework to ensure safety, belonging, and academic success. Importantly, this work began prior to any statutory mandate. Before the passage of Senate Bill 52, the Oregon Department of Education (ODE) had already initiated development of the Plan through an ad-hoc LGBTQ2SIA+ Advisory Group and conducted regional student listening sessions across the state to inform its direction and priorities.

In June 2020, ODE published the inaugural LGBTQ2SIA+ Student Success Plan, marking an early and significant commitment to addressing the needs of LGBTQ2SIA+ students across early childhood, K–12, and post-secondary education systems. In April 2021, the State Board of Education formally adopted the Plan, affirming its importance within Oregon’s broader Student Success and equity framework. Later in 2021, the Oregon Legislature codified this commitment by passing Senate Bill 52, which requires ODE to develop and implement a statewide education plan for LGBTQ2SIA+ students enrolled in early childhood through post-secondary education programs. Senate Bill 52 directs ODE to convene an advisory group and award grant funding to support implementation of the LGBTQ2SIA+ Student Success Plan. This legislative requirement is codified in Oregon Revised Statute (ORS) 329.847, providing statutory authority and long-term accountability for the work.

Following the passage of Senate Bill 52, ODE formalized governance and implementation structures. The first official LGBTQ2SIA+ Student Success Plan Advisory Group was appointed in August 2022, ensuring

ongoing guidance from students, educators, families, and community members. In October 2022, ODE released the first Request for Grant Applications (RFA), launching investments to support local and regional implementation efforts aligned with the Plan's goals.

This Student Success Plan equips Oregon communities with strategies and skills needed to increase supportive educators, schools, families, friends, and communities; such supportive measures are shown to increase academic success, feelings of belonging, and reduce negative mental health outcomes. The Plan moves beyond reactive responses to harm by establishing clear goals, accountability structures, and culturally responsive supports that affirm student identities, protect civil rights, and foster inclusive school climates. Central to the Plan is the recognition that LGBTQ2SIA+ students are not a monolith; their experiences are shaped by race, ethnicity, disability, language, immigration status, and socioeconomic conditions. As such, the Plan intentionally centers those most disproportionately impacted—particularly LGBTQ2SIA+ students of color and students experiencing disabilities.

Oregon was among the first states to recognize gender expansive identities in student records and to develop statewide guidance affirming the rights of transgender and gender-diverse students. The LGBTQ2SIA+ Student Success Plan represents the next evolution of this leadership—shifting from policy compliance toward a comprehensive vision of student well-being, educational access, and long-term success.

LGBTQ2SIA+ Student Success Plan Overview

2024-2026 Plan Revision

Senate Bill 52 (2021) and Oregon Revised Statute (ORS) 329.847 require the Oregon Department of Education to develop and implement a statewide education plan for LGBTQ2SIA+ students who are in early childhood through post-secondary education programs. The 2025-2027 biennium will see a revised LGBTQ2SIA+ Student Success Plan (SSP), building upon and updating the 2020 plan for the next 5 years. In addition to the [public revision survey](#) opened January-December 2025, ODE staff, in partnership with Advisory Group members, are analyzing community insights and data from LGBTQ2SIA+ SSP advisory group minutes and year-end surveys, grantee final reports and youth insights, ODE district integrated application data, several Eastern Oregon town halls, ODE [SEED](#) student write-in data from 2021-2025, ODE [EVE](#) Education Workforce LGBTQ2SIA+ data, ODE Civil Rights related site visit student interviews, and Department of Early Learning and Care LGBTQ Family Voice data. As with the inaugural version from 2020, the plan must provide strategies to address the objectives outlined in ORS 329.847.



Image: Advisory group members work to organize community feedback during the LGBTQ2SIA+ SSP revision process.

Community Feedback Insights from SSP Revision Process

Almost every school/district who has implemented the **open-model for all-gender single-stall bathrooms** has reported way less vandalism, vaping, disciplinary issues, harassment within restrooms, etc. **"It's the best thing we ever did."** At least 6-7 districts have affirmed this. Have not heard any who have regretted moving to this model.

-Insight from ODE MOU Civil Rights Site Visits

One family shared that they feel paralyzed on how to protect their kid. They are deeply concerned about depression and suicide caused by social pressure and bullying incidents.

-SSP Grantee, Columbia Gorge Region

"I live in a region where LGBTQ2SIA+ issues are **highly politicized by people who like to threaten and target educators for 'grooming' if they support queer students.** In some of our buildings, students or staff tear down posters and administrators are often afraid to take a strong equity stance."

-Rural SSP Grantee Training Participant

One youth participant said **"that in order to live here it's like we have to dim our light to fit in."**

-SSP Revision Survey 2025, Eastern Oregon Region

"There are a lot of kids that think it's funny to be homophobic."

"[There are] teachers that target specifically transgender and gay students."

-Oregon Students, SEED LGBTQ Brief

"[I want my school to] make it easier to change pronouns, and preferred names... I've requested multiple times to talk to someone to just get my name changed, and every time I'm told 'we'll get back to you on that' and they never do."

-Oregon Student, SEED LGBTQ Brief

"This [Plan] often assumes everyone wants to support queer students. But that isn't my experience and it isn't strong enough to push those who aren't supportive to at least not do harm."

-SSP Revision Survey 2025, Jackson County

Summary of Plan Recommendations and Objectives

The [LGBTQ2SIA+ Student Success Plan](#) (2020) serves as a framework of recommendations that span three interdependent levels of impact to create safer and more welcoming school environments for LGBTQ2SIA+ students in Oregon. The recommendations outlined in the LGBTQ2SIA+ Student Success Plan are based on documented experiences of LGBTQ2SIA+ students and their own requests for support; research from Oregon and national sources; Oregon’s prior policy work to support safe and inclusive spaces for all students, and consistent LGBTQ2SIA+ community engagement.

To address the statutorily mandated objectives from ORS 329.847, the current LGBTQ2SIA+ Student Success Plan includes the following objectives, organized within three overarching domains:

Recommendation Domain 1: Individual Intentions and Impact

- **Objective 1: Supportive Educators** (e.g., professional development, social and emotional support, and inclusive teaching practices)
- **Objective 2: Supportive Peers**
- **Objective 3: Supportive Families**

Recommendation Domain 2: Institutional Policies and Facilities

- **Objective 1: Safer Affirming Spaces** (e.g. access to affirming facilities and activities, mental health supports, visible support, implementing anti-discrimination and anti-bullying policies, etc.)
- **Objective 2: Inclusive Curriculum**

Recommendation Domain 3: State Accountability and Support Systems

- **Objective 1: Opportunities for Students and Educators to Systematically Assess and Improve School Climate and Culture and Inform State and Local policy** (e.g. School Climate Surveys, tracking reports of bullying, highlighting promising practices)
- **Objective 2: ODE Capacity to Support Districts and Families** (e.g. greater implementation support for the existing policies and new recommended ones)
- **Objective 3: Cross-agency Collaboration**

Amplifying Queer Joy: Grantee Highlights

Oregon Department of Education LGBTQ2SIA+ Student Success Grantees have brought to life the strategies of the LGBTQ2SIA+ Student Success Plan (SSP) in 2023-25, including:

Highlights: Domain 1: Individual Intentions and Impact

- Grantees Columbia Gorge ESD and High Desert ESD, and community partners, shared the rising priority of serving substitute and classified staff workforce, in their **LGBTQ2SIA+ affirming professional development offerings**, which reached 260 staff in 23-24 and 128 staff in 24-25 in the Columbia Gorge and 296 staff in Central Oregon. (*Objective 1: Supportive Educators*)
- Eastern Oregon Center for Independent Living (EOCIL) provides an **after school drop-in youth center in Eastern Oregon, supporting hundreds of rural LGBTQ2SIA+ youth** in homework help, tutoring, art-based learning, life skills, and queer pride events, co-designed with youth. (*Ob. 2: Supportive Peers*)
- Family Acceptance Project, a grantee from 22-24, offered **training to education leaders on increasing family acceptance strategies** across several rural regions in Oregon. One participant highlights, “I like the idea of reminding families that



Image: RIRi Caliente XL on stage at Chemeketa Community College, by Factor Kites Photography.

loving their child is a family value that is still consistent with their other values.”
(Ob. 3: Supportive Families)

- Grantees across programs served ~**3,000 family members and parents** in 24-25 in a range of family engagement sessions, community events, outreach, digital marketing, and youth programming. (Ob. 3: Supportive Families)
- Gender Hive supported 50 families of trans/gender-diverse youth, connecting them to mental health services and providing gender-affirming garments—One “parent of multiple trans youth expressed **that this single act enabled youth to see a future with them in it.**” (Ob. 3: Supportive Families)

Highlights: Domain 2: Institutional Policies and Facilities

- Lane ESD, a 24-28 grantee, established **consistent connections in 9 of the 16 districts in Lane County through their GSA Student Voice Tour, connecting with 1,070 LGBTQ2SIA+ youth** through their local GSA student groups, 110 Family and Community members, and 160 Educators. One GSA advisor receiving support from consultant Lake told them, “You’re the angel that I was praying for.” (Ob. 1: Safer affirming spaces)
- Portland Community College (PCC) held a **GSA day to increase higher education consideration and enrollment** for OR high school students. (Ob. 1: Safer affirming spaces)
- 22-24 grantee Southern Oregon Consortium (Phoenix Talent, Ashland, and Central Point districts) passed the torch serving **220 youth in 2024** to 22-28 grantee Southern Oregon ESD who hosted **157 youth in 2025, at the third annual Unity Conference in Southern Oregon.** (Ob. 1: Safer affirming spaces)
- GLSEN distributed **2,940 Rainbow Library books** to Oregon educators or schools. (Ob. 2: Inclusive Curriculum)
- University of Oregon Sapsik’wafá Program piloted a **storytelling curricular resource**, grounded in cultural knowledge and teachings, Native languages, and values that affirm gender identity serving **450 total youth, inclusive of 200 LGBTQ2SIA+ youth.** (Ob. 2: Inclusive Curriculum); Indigenous students of one pilot session shared powerful themes:
 - “Seeing the need to value each and every community member and remind them that they are precious;” “Remembering that **all community members have unique gifts** to offer the collective;” and “The power of teachers to see and affirm students that others may ignore, tease, or exclude”
 - “The power of lands, waters, and more than human relations as places of **comfort and community that can support mental health**”
 - “The role of the arts as a **mode of creative expression**, particularly for Two Spirit/Indigiqueer youth”



Image: Portland Community College GSA Day table display.

Right Image: Pink Pony Club neon sign from student events.
Left image: Tote decorating station at Southern Oregon Unity Conference.



Amplifying Queer Joy: ODE Highlights

Oregon Department of Education (ODE) staff focused on infusing queer joy and modeling the possibility of success through challenging climates, in order to implement the LGBTQ2SIA+ Student Success Plan (SSP). Some initiatives include:

Highlights: Domain 3: State Accountability and Support Systems

Objective 1: Opportunities for Students and Educators to Systematically Assess and Improve School Climate and Culture and Inform State and Local policy

- Analyzing [public feedback](#) and grantee reports (among others) collected since 2022, ODE staff and Advisory Group members identified gaps and themes to revise the SSP in 25-27;
- Centering youth voice in [first ODE-published LGBTQ2SIA+ data brief](#) using Student Educational Equity Development (SEED) write-in responses; and
- Sense of belonging of LGBTQ2SIA+ school staff is assessed at a statewide level after sexual orientation and gender identity (SOGI) data was included as an optional demographic question in the [Elevating Voices in Education \(EVE\) Workforce Survey](#) pilot in 2025.

Objective 2: ODE Capacity to Support Districts and Families

- Supporting over 1200 education and community partners increase LGBTQ2SIA+ affirming implementation skills since January 2023 through ODE-led town halls, workshops, professional development trainings, and recurring meetings;



Image: Pride flag hanging at an Eastern Oregon Town Hall.

- Fostering intersectional grantee collaboration and community connections through monthly grantee Community of Practice meetings and an [interactive Google Map](#) of the 24-28 Student Success Grantees;
- Increasing visibility and access to mechanisms of accountability, such as discrimination and Division 22 complaints and appeals processes in close partnership with the Civil Rights Unit and the [accountability framework](#);
 - The [Civil Rights Support Program](#) has increased ODE's capacity by 3 full-time permanent positions, supporting families through discrimination complaint processes;
- Disseminating best practices through the [LGBTQ2SIA+ Resources webpage](#) and [LGBTQ2SIA+ Student Success listserv](#) and newsletter, including a new print-ready [Supporting LGBTQ2SIA+ Students quick-reference card](#); and
- Clarifying legal requirements, research findings, and best practices through implementing the [Supporting Gender Expansive Students: Guidance for Schools](#) (2023).



Image: ODE Supporting LGBTQ2SIA+ Students quick-reference card.

Objective 3: Cross-agency Collaboration

- The Oregon Health Authority's Statewide [Youth Suicide Intervention and Prevention Plan \(YSIPP\)](#) includes several strategies which name the intersection with the LGBTQ2SIA+ Student Success Plan, advisory group, and grant program.

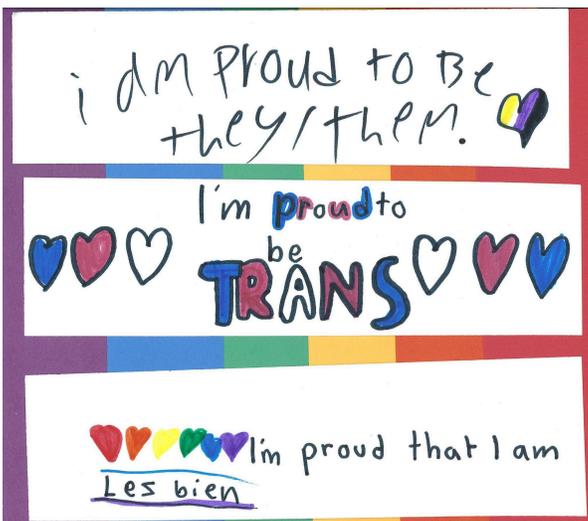
Amplifying Queer Joy: District Highlight

In order to celebrate promising practices, ODE has integrated a “Queer Joy Spotlight” into the LGBTQ2SIA+ Student Success newsletter. One district example highlighted this biennium was The Be You Project, which invites youth to write down what makes them proud to be themselves. Staff will create a paper chain with the student responses to visually demonstrate solidarity and pride for this school community’s GSA club. Also included here are a few examples of students’ responses, showing a range of gender identities, orientations, and pronouns to be proud of. Activities like these that raise visibility must also be coupled with supportive actions from school staff and meaningful policy implementation. Thank you to each and every staff member across Oregon championing actions like these and showing up each day for LGBTQ2SIA+ youth in your school communities.

To submit an example of LGBTQ2SIA+ joy to share within the LGBTQ2SIA+ Student Success newsletter, please email LGBTQ2SIA.Success@ode.oregon.gov.



Image: Pride flag is raised at school building.



Top Image: Hand-drawn Elementary student submissions for the “BE YOU” project, which state “i am proud to be they/them” and “I’m proud to be TRANS” and “I’m proud that I am lesbien.”

Bottom image: The “BE YOU” Project bulletin board display with rainbow slips of paper that invite student submissions.





Image above: LGBTQ2SIA+ Student Success Advisory Group, October 2025.

Advisory Group

The LGBTQ2SIA+ Student Success Advisory Group shares feedback and provides guidance the Oregon Department of Education (ODE) relies on in order to implement the student success plan and grant program. Through Advisory Group members, the ODE is able to uplift the community needs, share resources, and invite thought partnerships from all across Oregon.

The advisory group meets monthly² to engage in an open, collaborative process to discuss and identify challenges and opportunities and develop recommendations that will improve student outcomes across all academic indicators. In the 2023-25 biennium, advisory group members received updates, provided feedback, and worked on many related initiatives, including:

- Adding sexual orientation and gender identity (SOGI) questions to the Oregon Elevating Voices in Education (EVE) Workforce Survey was brought by ODE staff several times
- Draft revisions to the Student Records Oregon Administrative Rules (OARs) that prioritized safety and privacy considerations for youth in district-retained and publicly-available school records
- Identified two key needs and began drafting information into an LGBTQ2SIA+ safety guide and a community advocacy resource for families
- Drafted a public feedback survey for the LGBTQ2SIA+ plan revision and helped disseminate
- Reviewed applications yearly for new LGBTQ2SIA+ SSP advisory members
- [ODE 25-27 Integrated Guidance Release](#) including LGBTQ2SIA+ (and additional) Student Success Plan updates (Appendix B pg. 94, Appendix G pg. 122)
- Invited LGBTQ2SIA+ SSP grantees to present about the experience of implementing the LGBTQ2SIA+ Student Success Plan in order to strengthen community connections
- Review OARs for the new district requirement for Civil Rights Coordinators, per HB 2281 (2023)
- Creation of the ODE Multilingual Student Strategic Plan
- Advised on several grant program implementation changes, such as the first-ever grant expenditure guidance and inclusion of a SOGI question in the grantee pilot participant survey

² The Advisory Groups typically do not meet during July and August. Any matters that arise during those months that need Advisory Group attention are communicated by email, topic-specific meetings, or workgroup convenings if necessary.

LGBTQ2SIA+ Student Success Advisory Group Member Feedback

"I desperately would like more info on how they are **keeping SOGI data safe** at the state level."

"I'd like to see the ability for this group to **work closely with other [ODE Student Success] advisory groups** to help them ensure they are including/affirming [LGBTQ2SIA+] students."

"I think 24-25 was a really hard one to plan for, as **we were in survival mode** for most of it. I did find the deep dive into student records rule revisions to be really enlightening in particular."

"I honestly cannot think of a more **welcoming and affirming** space in state government than this group."

In a year-end survey, advisory group members provided feedback on which activities, presentations, and feedback requests and opportunities were most relevant to their work. Members felt strongly that the ability to provide input on draft Oregon Administrative Rules (OARs) and policies through an LGBTQ2SIA+ lens allowed them to make the most impact.

Safety and privacy was a top priority in the past few years, given the increase in threats and hostility detailed in the executive summary. Of specific concern was the potential for public records requests of state-collected youth and school staff sexual orientation and gender identity (SOGI) data. Several members of the group shared they had been doxed (their private information shared publicly) by national platforms such as Libs of TikTok, and that there were not adequate tools to support them after this happened. The monthly meeting call-in line, available in order to comply with Oregon Public Meetings Law has meant that some members are shifting to sharing general updates, losing the detail and nuance in order to prevent harm and targeting from anti-LGBTQ organizations and protect the youth they serve from the same scrutiny.

Aligning Student Success Plans

The Oregon Department of Education's Student Success Plans establish goals and a set of strategies to improve educational outcomes for African American and Black; American Indian and Alaska Native; Latino/a/x & Indigenous; LGBTQ2SIA+; Native Hawaiian and Pacific Islander, and Immigrant and Refugee youth. The success plans include investments in community-based organizations, school districts, early learning providers, educational service districts, Tribal governments, and higher education partners. Alignment cannot happen without acknowledging that our community members share identities across Plan populations, including queer and gender expansive histories, elders, and youth in every community.

In the initial years following passage of each Plan's legislation, the Oregon Department of Education focused on establishing the following for each Student Success Plan: an Advisory Group, the Student Success Plan, Oregon Administrative Rules governing the grant program, and an RFA for distribution of grant funds.

With the above foundation, the Oregon Department of Education is focused on the Statewide implementation of the Student Success Plans through:



Image: Together on Purpose: Student Success Plan session at 2025 COSA Equity Summit.

- Alignment and implementation of Plan strategies in all Oregon school districts.
- Providing resources across all regions of our state.
- Alignment and integration of Plan strategies with other educational or relevant initiatives and offices throughout the Oregon Department of Education (ODE), the Department of Early Learning and Care (DELIC), the Youth Development Division (YDD), the Higher Education Coordinating Commission (HECC), and the Oregon Health Authority (OHA).
- Alignment of Student Success Plan grant-funded programs across the state to accomplish the objectives set forth in Student Success Plans.



Image: Pride Month display in a school hallway.

Partnerships Matter: School District Integrated Applications and Progress Reporting

In 2023, the Oregon Legislature passed Senate Bill 2275 which requires integrated applications for Student Investment Account funds to take into consideration recommendations of Advisory Groups formed by the Department of Education in relation to statewide education plans. This legislation is designed to ensure school districts will review the goals and objectives of the Student Success Plan for local implementation. During a preliminary review of districts' 23-25 [Integrated Application](#) data, ODE staff noticed that **some of the most explicit references to supporting LGBTQ2SIA+ youth came from districts who are LGBTQ2SIA+ SSP grantees, or whose community is being served by a grantee in the region**, which may indicate districts who have strong community partnerships are more likely to feel safe and supported providing direct, visible support to LGBTQ2SIA+ youth. A more in-depth and robust analysis of these data and associations is underway.

System Improvements

Systems improvements implemented over this last biennium include:

- updates to the Student Success Plan Grant Guidance to provide additional guidance on budget development, allowable costs, and a protocol for assessing reasonable and necessary expenses;
- an updated and more streamlined request for applications for the second grant cycle (2024-2028);
- a new grant program design consistent across all Student Success Plans (4-year, cross-biennium awards requiring grantees to implement their approved project plans as well as: develop free and open resources on implementing the Student Success Plan to be published on Oregon Open Learning in 2028, participate in monthly virtual Community of Practice meetings, and participate in an in-person resource development retreat); and
- an in-person retreat for all SSP Advisory members, and the start of quarterly advisory group leadership meetings.

The **grant expenditure guidance** provides information on whether and to what extent grant funds may be used for various types of expenditures, detailed guidelines for developing a budget, and the inquiry process Oregon Department of Education staff employ to evaluate grantee project plans to determine allowability of grant expenditures. All grant expenditures are evaluated by Oregon Department of

Education staff alongside the proposed or approved project plan to determine whether the expenses are reasonable, allocable, and necessary for the performance of the award. The implementation of this guidance increases the consistency and fidelity of grant program implementation across Student Success Plans while also minimizing the subjectivity of case-by-case approvals.

As part of our efforts to expand implementation of the Plan beyond the reach of grantees alone, we are engaging the 2024-28 grantee cohort in a **collaborative resource development** effort. Each grantee will develop one or more instructional resources documenting a best or promising practice based on the Student Success Plan strategies, to be posted as a free and open resource for educators and community members on Oregon Open Learning. Having resources for educators on how to implement Plan strategies will enable districts to conduct internal learning, curriculum development, and professional development, with ODE staff and grantees available to provide technical assistance and support. Through this resource development and inquiry process, we hope the Plan will not only reach more students, but will support our efforts to continually refine and improve our understanding of which interventions are most effective.

Monthly **Community of Practice (CoP) meetings** provide an opportunity for our grantees to collaborate within and across Student Success Plan programs, to share relevant resources, information, feedback and best practices for implementation of SSP strategies, as well as partnership opportunities, and opportunities for the provision of technical assistance by the Student Success Plan Coordinator.



Image: Image of 24-28 LGBTQ2SIA+ SSP Grantees and ODE coordinator at inaugural Resource Development Retreat.

The **in-person retreats** held in autumn 2024 and spring 2025 were well received and provided additional opportunities for cross Student Success Plan grantee and advisory connection and coordination. To continue providing opportunities for cross-collaboration, in December 2025, the Department convened the inaugural, quarterly All Advisory Leadership meeting. These meetings bring together chairs, co-chairs and vice-chairs from all Student Success Plan advisory groups to collaborate and strategize across plans to maximize the effect of all Student Success Plans and grant funding.

In addition, the Office of Equity, Diversity, and Inclusion employs a **continuous improvement** process to develop and refine our data collection and grantee monitoring and assessment processes. We regularly gather feedback from Our goals in this endeavor are to maintain a robust, replicable, and reliable system of grantmaking and award management from inception to implementation to closeout. Ultimately, we

intend for these streamlined processes to enable more resources and plan coordinators' time to be devoted to technical assistance, expanding plan reach, and improving student outcomes.

Accountability and Alignment across Agency Initiatives and School Districts

As part of the [Accountability Education Act](#) work being implemented across ODE, we continue to elevate the student success plans' objectives by operationalizing them through practice and policy across not only the agency but ultimately across all of Oregon's school districts. ODE is also working to align the objectives and strategies across the different programs and funding sources of the Student Success Act. This way, outcomes can be evaluated across programs and accountability is shared across the agency.

Specifically, we are working to align the Student Success Plans to the following ODE Initiatives:

- ODE's Strategic Plan
- Equity Statewide Plans (African American Black, American Indian/Alaska Native, LGBTQ2SIA+, Latina/o/x and Indigenous*, Native Hawaiian and Pacific Islander)
- Student Investment Account, including:
 - SIA District Plans;
 - SIA Intensive Coaching Program; and
 - Status updates on district MOUs with SSP partners in SIA Reporting
- The Early Literacy Success Initiatives

Grant Program: 2023-2025

Through the LGBTQ2SIA+ Student Success Grant Program, ODE works with grantees to evaluate sustainability, replicability, best practices and lessons learned from implemented projects, programs and services. The data collected and analyzed from grantees' projects is utilized by ODE to further refine the Plan and inform effective internal agency implementation as well as external (i.e. district and community) implementation of the LGBTQ2SIA+ Student Success Plan. LGBTQ2SIA+ youth were given a chance to self-identify as LGBTQ2SIA+ in the [Student Success Plan \(SSP\) 2024 Pilot Survey](#), and self-identified in all programs in 2024 (African American Black, Latino/a/x, and LGBTQ2SIA+ student success grant programs) re-centering the need for intersectional supports and community collaboration. **75% of LGBTQ2SIA+ Student Success grant respondents indicated regular interaction with a trusted adult at the Grantee organization, in contrast to only 30% at their school.**

Plan funding was increased to \$4,168,000 in the 2023-25 biennium as is standard for the second biennium of Student Success grant funding, increasing to account for current service level. Of that, \$2,444,699 was awarded to the 14 2022-23 grantees for an extension through September 2024.



Image: Trans day of Visibility display at Chemeketa Community College.

In July 2024, ODE released the first four-year iteration of this funding, the 24-28 Request for Applications (RFA), aligned across all student success plan programs in the ODE Office of Equity Diversity and Inclusion (OEDI). Out of 40 grant applications, 14 grantees were awarded grants based on available funding, demonstrating yet again much more need for LGBTQ2SIA+ programming than there is funding. For more information on individual grantee funding within the 23-25 biennium, grant awards are outlined in [Appendix B](#).

Sharing Community Wisdom: Resources for Oregon Open Learning

As described in the [System Improvements section](#) below, the new program design for the 2024-2028 cohort calls for grantees to develop online resources documenting implementation of the Student Success Plan strategies for educators and community members to access and use for free in their own communities. While the intent was always to expand the reach and impact beyond the activities supported directly with grant funds, this aspect of the work has become even more critical with reduced AY27 funding. In April 2025, ODE staff held the first Resource Development Retreat (RDR) in order to make progress on the draft resources that will be completed in 2028 at the end of the grant cycle. These resources will be published to an [Oregon Open Learning collection](#) for public adaptation and use.

While many of these will change and evolve to incorporate youth, parent, and educator feedback, some of the **resources proposed by LGBTQ2SIA+ SSP grantees** are:

- Student-Created Curriculum for Higher Education Faculty
- Start Here, Start Now - Book Study Tool Kit
- Culturally Responsive, Inclusive Sexual Health Workshops
- Know Your Rights Resource Guide
- Bias-response Toolkit (podcast, short videos, resource guide)
- Toolkit for working with LGBTQ+ students in the DHS system
- Queer History Crash Course Curriculum
- Social Justice History and Self Advocacy Curriculum
- GSA Day Planning Toolkit
- Inclusive Spaces Community Directory
- Large-group Youth Event Planning Toolkit
- Two-Spirit and Indigeneer Resources (community resource guide, documentary videos)
- QTPI Voices: Affirming Educational Practices for Queer and Trans Pacific Islander Students



Image: Rainbow Lanyards at a teacher Professional Development session that say "You can be yourself with me."

Communities Served by LGBTQ2SIA+ SSP Cohort 2 Grantees

Grantees served LGBTQ2SIA+ students and communities across Oregon within 32 counties. Grantees represent 7 community based organizations (CBOs), 4 Education Service Districts (supporting 38 districts), 3 higher education institutions, with consortia members and partnerships with many more types of entities. ODE staff created an [interactive Google Map](#) which has information on all the 24-28 Student Success Grantees, in order to more easily connect grantees with education partners, and support grantees collaborating regionally.

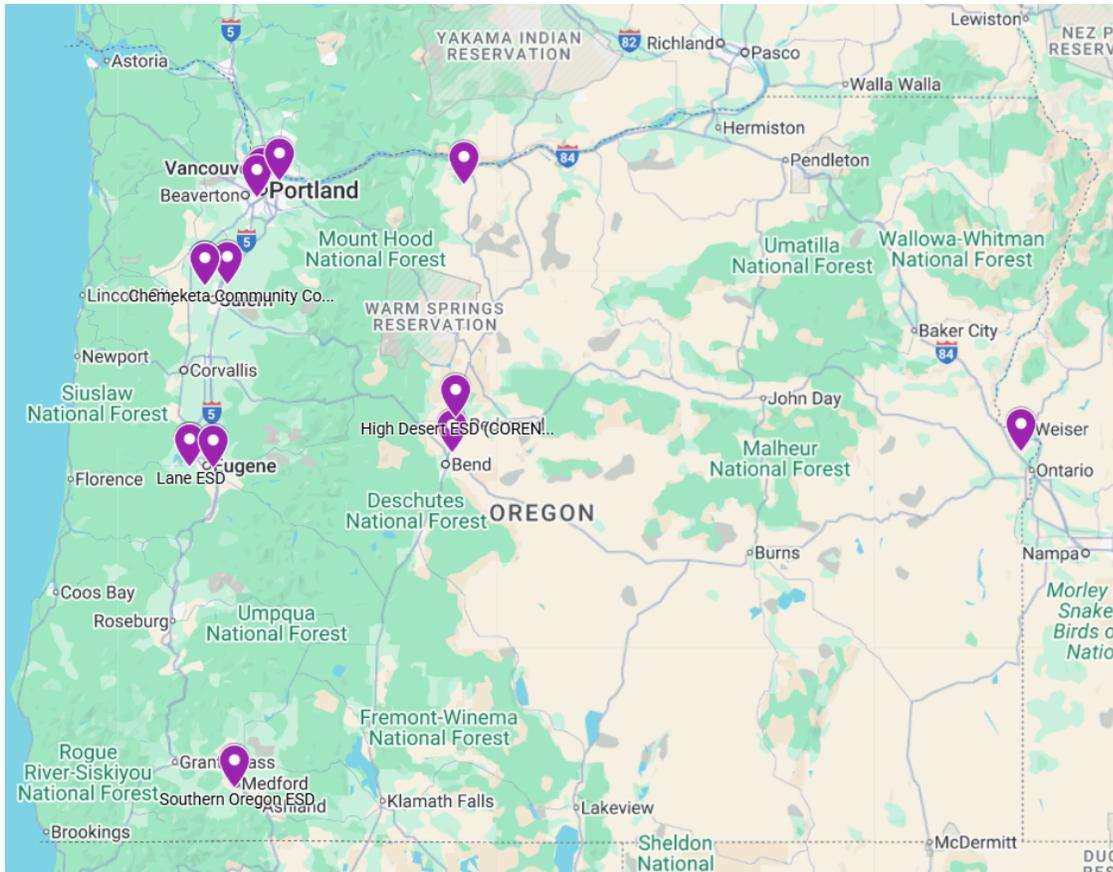


Image: Location of LGBTQ2SIA+ Student Success Grantees in 2024-2025, shown on Google map of Oregon.

For individual grantees and project summaries, including Cohort 1 grantees, please review [Appendix C](#).

You Can, Too! LGBTQ2SIA+ SSP Grantee Possibility Models

LGBTQ2SIA+ Student Success grantees served as vital resources for students, families, schools and districts and beacons of visible support in the face of open hostility against LGBTQ2SIA+ children, families, and communities. Below is a brief list of just some of the many invaluable services and supports that LGBTQ2SIA+ Student Success grantees provided during the biennium.

The grantee possibility models below have been summarized using insights from several grantees, identifying the practices that can be replicated by community partners in the state. For queer youth who often can't see themselves reflected in school staff, community leaders, elected officials, or even their families, possibility modeling is incredibly important to show that LGBTQ2SIA+ affirming programming can offer many different successful and fulfilling queer futures to LGBTQ2SIA+ youth.

Possibility Model: Mental Health & Violence Prevention

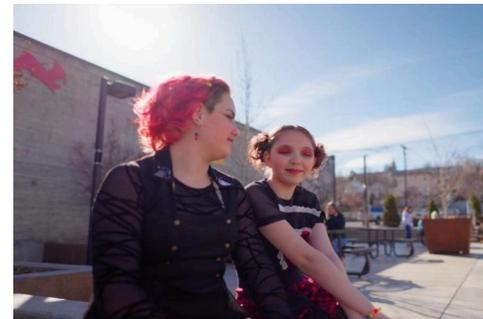
When districts and regions have limited capacity, staffing, or LGBTQ2SIA+ specific organizations, partnerships with mental health, domestic violence or child abuse prevention and response organizations, or local public health partners can build capacity into existing programs. Mental health and violence prevention isn't specific to LGBTQ2SIA+ communities, but many of the LGBTQ2SIA+ affirming strategies in schools and communities, as outlined in the SSP, fosters connection and belonging. **LGBTQ2SIA+ young people who reported living in very accepting communities attempted suicide at [less than half the rate](#) of those who reported living in very unaccepting community — Transgender and nonbinary young people who found their school to be gender-affirming reported lower rates of attempting suicide.**

Image: Two youth smiling on a bench in the sun.

Model: Integrate LGBTQ2SIA+ affirming strategies into suicide & violence prevention and ensure that LGBTQ2SIA+ affirming strategies incorporate essential mental health and resilience skills and resources, including:

- Sources of Strength suicide prevention curriculum trainings
- Warm hand-offs to culturally specific, multilingual mental health providers
- [Peer mentor program](#) increasing access to trusted adults
- Trainings for school counselors, nurses, or mental health staff

Resources to lean on: Suicide and violence prevention efforts, queer adult mentors, family relationships, public health partnerships.



Youth Stories: Reengagement with School after Severe Bullying

"We welcomed a new [LGBTQ] youth into the program by way of the opportunities we were able to offer the community during our 'Character Camp' held at the CIC. This young person had been hazed, physically assaulted, and so severely bullied in school that he had dropped out of in-person school during the previous school year. He attended the CIC every day of camp, and enrolled in several of our other programs shortly afterwards- utilizing drop-in services, peer supports, food and clothing pantry and participating in all CIC events. **This youth was able to find safety, connection, and belonging within our community - after having been ostracized by his peers at school and let down by adults he had trusted to help him.** Over this reporting period, this youth has developed strong, bonded relationships to the

staff at Citizens and worked on self-advocacy, communication, and problem-solving. His socialization with peers has given him the practice and confidence needed to move forward from the trauma he'd previously experienced. **With this newfound confidence and support- this youth was able to reenter the school system and begin in-person schooling again at the beginning of the new school year."**

-Reported by 22-24 grantee, 24-28 grantee partner Citizens for Safe Schools, Klamath County

Oregon school districts, community partners, and education leaders are well-situated to understand the experiences of LGBTQ2SIA+ youth mental health, which has been reported for over a decade by the Oregon Health Authority (OHA) [Student Health Survey](#) (formerly known as the Oregon Healthy Teens Survey). In addition, ODE has recently analyzed write-in responses from the SEED survey and published the brief [Creating Schools where LGBTQ2SIA+ Students can Thrive](#), which outlines students' self-described experiences in schools, including bullying, hostility, and negative mental health.

Figure 1: Self-reported General Mental Health by LGBTQ2SIA+ Identity, All Grades

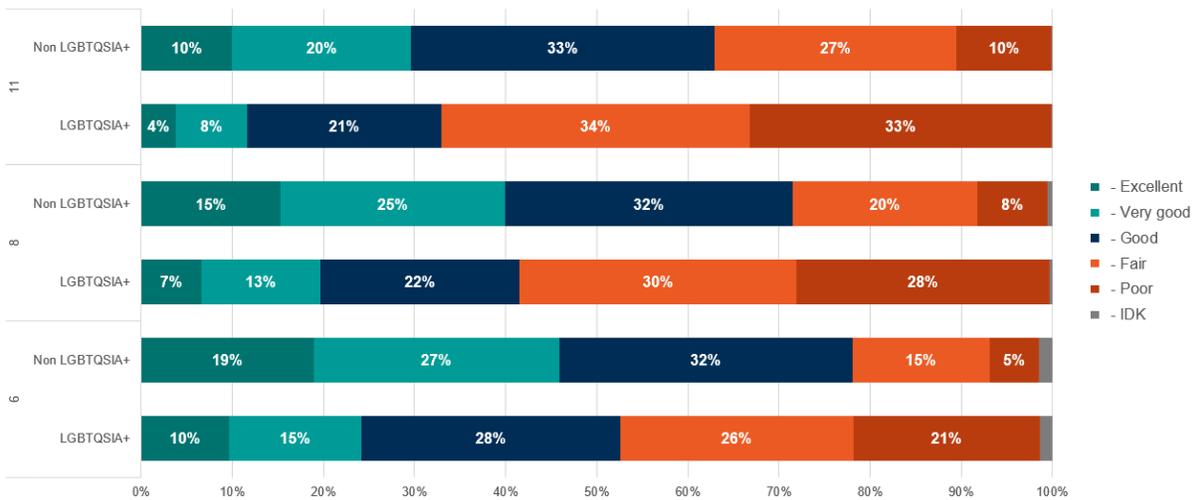
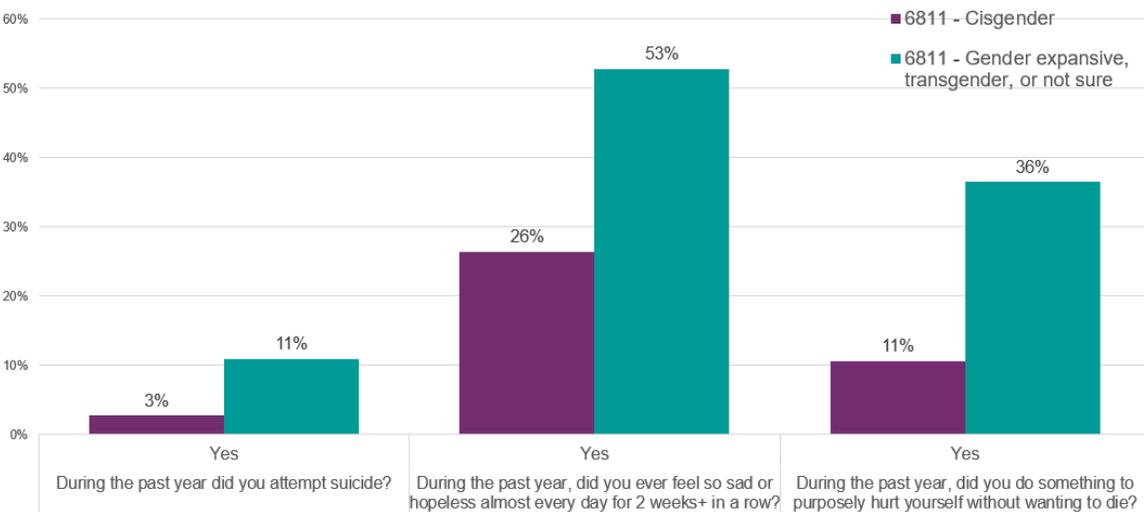


Figure 2: Youth Mental Health Cisgender vs. Gender Expansive, All grades



Source: Oregon Health Authority, [2024 Student Health Survey](#)



Top: Regional LGBTQ2SIA+ affirming professional development day.
Bottom: Queer prom youth event.

Possibility Model: Better Together Regional ESD Model

It can feel isolating or risky to be the only one loudly and visibly supporting LGBTQ2SIA+ youth, as outlined in the executive summary of this legislative report. Over the first two cohorts of grantees, five Education Service Districts (ESD) and Regional Educator Networks (RENs) have served as a **regional community hub to make LGBTQ2SIA+ programming possible, and lessen the isolation and stigma often felt due to physical distance and small communities.**

Model: Several school districts partner through a common regional organization (typically an ESD) to align strategies & co-host regional activities, together:

- Increase GSA presence, queer youth events and summits, listening sessions & youth council leadership (focused on joy and connection for youth)
- Family/parent engagement nights (co-facilitated by local CBOs)
- LGBTQ Inclusion Professional Development (co-facilitated by local CBOs)
- Affinity spaces for adults and GSA advisor community of practice

Resources to lean on: Identifying regional partners such as Education Service Districts (ESDs) & Regional Educator Networks (RENs), local LGBTQ

Community Based Orgs (CBOs), mental health providers, small businesses.

Youth Stories: Location, Location, Location!

Many youths have voiced that they are grateful for this out-of-school LGBTQ affinity space through Umpqua Valley Rainbow Collective, as their school does not provide this for them, and they would otherwise have no place to feel they could comfortably explore LGBTQIA+ themed conversations. Other students, while they do have a peer group at their school site, do not feel safe attending it, due to unsafe school environments that they have experienced from non-supportive students and/or staff. **They are grateful that this option exists, so that they too can feel a sense of community and receive resources for community events and activities.** One youth has gone as far as stating that they wish this group could meet everyday, as it is the best part of their week!

-Reported by 22-24 grantee Douglas Education Service District (ESD)

Image: Umpqua Valley Rainbow Collective hiking group smiles outside.



Possibility Model: Culturally Sustaining Programming

LGBTQ2SIA+ community spaces in Oregon are often predominantly white and fail to center the needs of Black, Indigeeer, Latine, Native Hawaiian and Pacific Islander, multiracial people or address and prevent racism in community spaces. Likewise, some culturally-specific or religious communities regularly exclude LGBTQ2SIA+ history or community voice and may fail to interrupt and prevent transphobic and homophobic language and actions in community spaces. 22-24 grantee Latino Network shared that they “faced several challenges engaging students. One significant issue was inconsistent attendance, particularly from Latine LGBTQ2SIA+ students, as well as addressing the fact that the majority of students in Gay-Straight Alliances (GSAs) at schools tend to be white, which may impact visibility and inclusivity for Latiné students. Additionally, **safety concerns related to immigration status, religious beliefs, and cultural expectations created barriers for students who may not feel comfortable fully exploring or expressing their LGBTQ2SIA+ identity.** These factors have made it difficult for students to participate and engage in our programs openly.” In the [Student Success Plan \(SSP\) Pilot Survey](#), youth self-identified as LGBTQ2SIA+ in every program in 2024 (African American Black, Latino/a/x, and LGBTQ2SIA+ student success grant programs) re-centering the need for intersectional support.



Image: Grantee Latino Network's float in 2024 Portland Pride Parade.

Model: Culturally sustaining programming in partnership with community members, elders, and youth, that tend to positive identity development (queer, trans, and cultural identities):

- Family engagement (know your rights, language education)
- Cultural arts (lei making, weaving, beading, dance, etc.) and celebrations
- Indigenous language revitalization and storytelling through early literacy curriculum, mentor educator curriculum, videos, and activities
- LGBTQ2SIA+ specific bystander intervention trainings
- Culturally specific community library

Resources to lean on: Local Culturally Specific CBOs, cultural funds of knowledge, Indigenous & Tribal partnerships, inter-generational connection.

Youth and Elder Stories: Wisdom Shared Across Generations

“One of the important needs our project addresses is that our communities must break the silence and shame around Indigeeer identities,” shared grantee staff from University of Oregon Sapsik’wataá Program’s project *Átaw pawá niimí skuulítáma niimíyaw* (*Our students are very important to us*).



Several project activities focused on the co-creation of storytelling curricula to strengthen positive cultural identity, Indigenous languages, traditional knowledge and practices from Tribes which promotes positive sense of self, increase attitudes toward school and learning, and improve learning outcomes for Native LGBTQ+ students. After the first year of curriculum pilot and development, grantee staff shared, “we did deep engagement with Elders in this activity to serve as a foundation for all future project work. Elders reminded us of the powerful ways our traditional stories are so important for literacy, and always have been! Elders also encouraged us to take our time in developing and piloting the curricular resources. It is precious work and we cannot rush it, and it will be stronger when we take the time to be thoughtful and patient and [engage] youth in every step of the process.”

One Elder working on another activity, the Native Pride Educator video project, Angie Morrill, Ph.D. (Klamath Tribes), shared the importance of centering the love and care for Indigiqueer youth—**“I hope Indigiqueer youth take away the knowledge that they are loved by so many. When I’m with educators, serving on boards, any time we are together as Native people, we are thinking about the young people. We are so proud of them!”**

Another activity, the [Two Spirit and Indigiqueer Resource webpage](#), was “filled with love and care for Indigiqueer youth, and to shift the discourse in our communities to be better aligned with the love and care for young people that is at the heart of our cultural teachings.”

-Reported by 24-28 grantee Sapsik’watá Program, University of Oregon

Possibility Model: Rural Visibility & Support

In rural communities with small school systems, isolation and physical distance between youth and supportive adults in rural regions can be a barrier to implementing LGBTQ2SIA+ inclusive programming. Citizens for Safe Schools, 22-24 grantee and current grantee partner, shared in their final report that “access to transportation can be tough to navigate especially with some young people living out in more rural areas. As we are a small staff, having enough time and space to get everyone to program timely was at times an incredible challenge.” Physical distance may be one factor, but partners have also shared with us that **small community size also means there can be deep relationships and trust established**. When leaders are aligned, support can be offered even more quickly and effectively than large, urban settings.

Grantee Eastern Oregon Center for Independent Living (EOCIL) in Ontario Oregon shared the impact of recurring youth drop-in spaces had for one youth in their 2024 final report, “A youth experiencing houselessness started attending the drop in, they showered, received basic needs support from our food pantry, and gained the encouragement to enroll back in school after being un-enrolled for more than a school year. They were connected to housing through a referral to the Rural Oregon Continuum of Care and continue to drop in for tutoring weekly.”

Model: Increasing visibility of LGBTQ2SIA+ affirming resources in rural communities, designed with safety and access in mind, implemented through consistent programming and thoughtful relationship building, such as:

- Youth drop-in spaces after school hours, increase access to safe adults, trusted peers, tutoring, life skills, queer joy, and mentorship
- Needs assessment survey & listening sessions, advertised through billboards, radio ads, social media campaign and direct outreach
- Virtual support & programming options
- Regular in-person events with transportation and food support
- Including rural queer elders/histories

Resources to lean on: Relationships, community partners, wifi access, virtual platforms and capabilities.



Image: Large pride flag being held by members of a rural community.

Youth Stories: Transforming Rural Intersectionality into Action

“One student who participated in the LGBTQ2SIA+ Student Advisory Committee this year, a junior from a rural high school, shared that it was the first time they had ever been in a space with other queer and trans youth where their identity as both Latinx and nonbinary was seen and affirmed. **At school, they**

often felt isolated and unseen—not only as an LGBTQ2SIA+ student but also as a student of color navigating a predominantly white, cisgender environment.

Through the advisory committee, they not only found connection and affirmation but also realized the power of their voice. They contributed ideas for more inclusive school-based mental health resources and helped shape the design for a county-wide event centered on LGBTQ2SIA+ youth joy and leadership. After attending several meetings, they asked how they could get more involved and were later invited to co-present with staff at a professional development session for educators—something they said they would have never imagined doing before.

They've since expressed an interest in pursuing advocacy and social work after graduation. **Their participation in the committee shifted how they saw themselves: from someone just trying to get through school safely, to someone who could actively shape the systems around them.** Their story exemplifies how centering LGBTQ2SIA+ student voice—especially from rural and intersectional identities—creates not only more inclusive programming but also transformative opportunities for leadership and self-determination.”

-Reported by 24-28 grantee Lane Education Service District (ESD)

For more ways to learn from our LGBTQ2SIA+ SSP grantees, please see the Student Success Plan Implementation section above [for additional grantee highlights, sorted by SSP strategy](#) or view all grantee project summaries in [Appendix C](#).

Looking Forward to the 2025-2027 Biennium

SB 5515 reduced funding in ODE's budget for all Student Success Plan grants, seeing a 50% reduction from to \$4.3 million to \$2.1 million for the 25-27 biennium. [Governor Kotek's signing letter](#) for this bill echoes the concern from current grantees who know the value of equity-centered, culturally sustaining community programs. Despite facing significant funding reductions—both statewide and on a national and federal level—LGBTQ2SIA+ Student Success grantees have shown resilience and remained grounded in queer joy, partnering with one another when possible to continue to serve many Oregon youth in the coming biennium.

It is an honor and a joy to work with the brilliant, caring grantees who make the Student Success Plan strategies a reality, through their direct-service to our queer youth and communities.

To learn more, visit the [LGBTQ2SIA+ Student Success Program webpage](#) or reach out to LGBTQ2SIA.Success@ode.oregon.gov.

Appendix A: Plan Timeline

Below is a timeline of the LGBTQ2SIA+ Student Success Program from inception through 23-25 biennium.

Spring 2019: Development of the LGBTQ2SIA+ Student Success Plan (SSP) by ad-hoc LGBTQ2SIA+ Advisory Group through regional student listening sessions held

May 2019: Student Success Act (Oregon House Bill 3427) is signed into law

June 2020: Publication of the [LGBTQ2SIA+ Student Success Plan](#) by the Oregon Department of Education (ODE)

April 2021: Adoption of the LGBTQ2SIA+ SSP by the State Board of Education

June 2021: Legislature passed SB 52 (2021), directing the ODE to develop and implement a statewide education plan, award grants, and form an advisory group in order to address the educational, safety, and support needs of Plan students

February 2022: LGBTQ2SIA+ Student Success Coordinator hired

June 2022: Adopted permanent grant program [Oregon Administrative Rules \(OARs\)](#)

August 2022: First LGBTQ2SIA+ Student Success Advisory Group appointed

September 2022: Published [LGBTQ2SIA+ Resources Webpage](#)

October 2022: First [LGBTQ2SIA+ Student Success Grant Request for Applications \(RFA\)](#)

February 2023: **Awarded Cohort 1 grantees** — Out of 44 applications received, 14 grantees were funded serving all 5 statewide regions and 25 counties

May 2024: Extension allows Cohort 1 grantees to continue grant programming through September 30, 2024, as ODE staff prepared the first ever 4-year coordinated Student Success RFA

July 2024: Released [24-28 LGBTQ2SIA+ SSP RFA](#), in alignment with AABSS, Latinx, NHPI Student Success grant programs

October 2024: **Awarded Cohort 2 grantees** — Out of 40 applications received, 14 grantees were funded serving all 5 statewide regions and 32 counties for the first four-year grant process

January 2025: Released public [LGBTQ2SIA+ Student Success Revision Survey](#) and began SSP revision process with Advisory Group, garnering about 140 responses

June 2025: SB 5515 reduced funding in ODE's budget for all Student Success Plan grants, acknowledged as out of alignment with equity priorities in [Gov. Kotek's signing letter](#), a 50% reduction to \$2.1 million for the 25-27 biennium

Appendix B: 2023-2024 and 2024-2025 Grantee Funding

Organization Name	Organization Type	2023-24 Awarded Amount (Cohort 1)	2024-2025 Awarded Amount (Cohort 2)	Counties Served
Coalition for Racial Education & Justice (CoREJ) [fka Campus Compact of Oregon (CCOR)]	Community Based Organization	\$189,980.00	N/A	All
Douglas ESD Consortium	Educational Service District	\$200,000.00	N/A	Douglas (rural)
Centennial School District 28J	School District	\$200,000.00	N/A	Multnomah & Clackamas
Citizens For Safe Schools (CFSS)	Community Based Organization	\$137,978.00	N/A	Klamath (rural)
Immigrant and Refugee Community Organization (IRCO)	Community Based Organization	\$197,689.00	N/A	Multnomah
Latino Network	Community Based Organization	\$199,929.00	N/A	Multnomah
Oregon Children's Theatre Company	Community Based Organization	\$78,312.00	N/A	Multnomah, Clackamas, Washington
Oregon Family Support Network, Inc. Consortium (OFSN)	Community Based Organization	\$200,000.00	N/A	Coos (rural), Curry (rural), Douglas (rural), Jackson (rural), Josephine (rural), and Lane (includes rural)
Portland Public Schools (PPS)	School District	\$103,245.00	N/A	Multnomah, Clackamas, Washington
Western Oregon University	Post-secondary institution of Education	\$150,040.00	N/A	Polk (includes rural)
Chemeketa Community College	Post-secondary institution of Education	\$199,920.00	\$135,643.41	Marion, Polk, Yamhill (all includes rural)
Columbia Gorge ESD Consortium	Educational Service District	\$185,945.00	\$131,361.07	Hood River (rural), Wasco (rural), Sherman (frontier), Wheeler (frontier), Gilliam (frontier)
Eastern Oregon Center for Independent Living (EOCIL)	Community Based Organization	\$200,000.00	\$135,490.15	Baker (frontier), Grant (frontier), Harney (frontier), Malheur (frontier), Umatilla (rural), Union (rural), and Wallowa (frontier)
Southern Oregon ESD Consortium (fka Phoenix SD Southern Oregon Consortium)	Education Service District	\$201,661.00	\$135,666.02	Cohort 1: Jackson (includes rural); Cohort 2: Jackson, Josephine, Klamath

Organization Name	Organization Type	2023-24 Awarded Amount (Cohort 1)	2024-2025 Awarded Amount (Cohort 2)	Counties Served
Gender Hive	Community Based Organization	N/A	\$134,824.89	Crook, Deschutes, Jefferson
GLSEN, Inc.	Community Based Organization	N/A	\$135,666.02	All/Statewide
High Desert ESD (COREN Consortium)	Education Service District	N/A	\$134,902.90	Columbia, Crook, Deschutes, Hood River, Jefferson, Sherman, Wasco
Lane ESD	Education Service District	N/A	\$135,666.02	Lane (includes rural)
Looking Glass Community Services	Community Based Organization	N/A	\$92,252.91	Lane
New Avenues for Youth	Community Based Organization	N/A	\$117,989.61	All/Statewide
Portland Community College	Post-secondary institution of Education	N/A	\$116,379.75	Clackamas, Columbia, Multnomah, Washington, Yamhill
Rainbow Youth, Inc	Community Based Organization	N/A	\$135,470.66	Marion, Polk (including rural)
University of Oregon, Sapsik'wala'á Program	Post-secondary institution of Education	N/A	\$135,666.02	All/Statewide <i>Partnership with all nine federally recognized Tribes in Oregon</i>
UTOPIA PDX	Community Based Organization	N/A	\$135,666.02	Multnomah
Yearly Total Awarded		2023-24 \$2,444,699.00	2024-25 \$1,812,645.45	

To learn more, visit the [LGBTQ2SIA+ Student Success Program webpage](#) or reach out to LGBTQ2SIA.Success@ode.oregon.gov.

Appendix C: 2024-2028 Grantee Profiles and Project Summaries

Project Summaries: 2024-28 Grantees (Cohort 2)

2024-28 grantee summaries can also be found on the LGBTQ2SIA+ Student Success [Grantees webpage](#).

Chemeketa Community College

Chemeketa Community College will develop sustainable practices that holistically supports the needs and fosters an inclusive environment for LGBTQ2SIA+ students and employees. Our office will hire additional part-time staff and student staff to support the LGBTQ2SIA+ coordinator. Together, we will work collaboratively with Chemeketa departments throughout our district, and local CBO's, to live out the college's value of promoting a sense of belonging for all students, faculty, and staff. We will do this by providing resources, promoting educational opportunities, and fostering meaningful relationships that will benefit our LGBTQ2SIA+ community.



[Contact Chemeketa](#)

Columbia Gorge ESD

Columbia Gorge Consortium, through Columbia Gorge Education Service District (ESD) and the Columbia Regional Educator Network (REN), supports 10 school districts in Hood River, Wasco, Sherman, Wheeler, and Gilliam counties. We support LGBTQ2SIA+ students, families, and adults through the following projects and activities:

- Professional Learning for School Staff and Administrators
- Community Building for Youth and Families (events, gatherings, and targeted support)
- Queer Youth Alliance Group (affinity and community space for youth)
- Youth Leadership Council
- School Staff Affinity Space
- GSA Support



COLUMBIA
REGIONAL
EDUCATOR
NETWORK

[Contact Columbia Gorge ESD](#)

Eastern Oregon for Independent Living

The Eastern Oregon Center for Independent Living (EOCIL) LGBTQ2SIA+ Support and Success Program (SSP) aims to enhance support, engagement, and success for LGBTQ2SIA+ youth in Region 5. Key initiatives include LGBTQ2SIA+ Youth Drop-In Centers providing weekly mentorship and engagement, an Educator Peer Group for knowledge sharing, and Safe Zone Trainings to foster inclusive school and community environments. Additionally, a Rural Youth Awareness Campaign leverages social media, podcasts, and billboards to promote visibility, while the Rural Oregon LGBTQ2SIA+ School Climate Survey gathers crucial data to inform policies.

Challenges such as limited participation and resistance to training are addressed through outreach and advocacy. The program aims to create lasting change by offering over 360 hours of engagement, monthly educator training, and increased awareness to support a more inclusive and supportive community for LGBTQ2SIA+ youth in Eastern Oregon.



[Contact Eastern Oregon for Independent Living](#)**Gender Hive**

Gender Hive will create comprehensive, collaborative, and culturally-responsive systems of care that promote positive identity development, encourage family engagement, and improve academic and mental health outcomes for 2SLGBTQIA+ students in Central Oregon and surrounding rural communities. Students will be empowered to advocate for safer, inclusive, and culturally-relevant learning environments; families will be equipped with the knowledge and resources to support 2SLGBTQIA+ youth; educators will be more prepared to create inclusive classrooms and curricula that are trauma-informed and support 2SLGBTQIA+ students' social/emotional needs; and healthcare providers working in schools and communities will be equipped to provide culturally-responsive mental and physical healthcare to 2SLGBTQIA+ students.

[Contact Gender Hive](#)**GLSEN, Inc.**

GLSEN's mission is to ensure every member of every school community is valued and respected, regardless of sexual orientation, gender identity, or gender expression. GLSEN Oregon Chapter is thrilled with the opportunity to use grant funds to:

- Hire a full-time Chapter Manager to lead this work effort.
- Initiate a Needs Assessment to identify gaps in resources/policies affecting LGBTQ2SIA+ students.
- Expand Rainbow Libraries to schools, prioritizing those in rural areas.
- Strengthen/expand support for Gender and Sexuality Alliances (GSAs) and other LGBTQ2SIA+ youth-led groups.
- Engage students, educators, families, community members, legislators, and corporate sponsors—to build broad-based support for LGBTQ2SIA+ inclusion across Oregon.

[Contact GLSEN Oregon](#)**High Desert ESD (COREN Consortium)**

The Central Oregon Regional Educator Network seeks partnership with regional school districts and community organizations in order to build a network of collective impact which will increase Central Oregon educators' capacity to better support LGBTQ2SIA+ students, families, and communities through:

- LGBTQ2SIA+ specific training for educators, families, and community
- Support for school-based GSAs (Gender/Sexuality Alliances)
- Improved actionable qualitative and quantitative data for this focal group.

[Contact High Desert ESD \(COREN Consortium\)](#)**Lane ESD**

Pride in Action Lane County: Student-Guided Belonging & Advocacy supports LGBTQ2SIA+ students across Lane County's 16 school districts by creating schools as sites of belonging and safety. Through student-driven initiatives, professional learning, and community partnerships, the project fosters well-being,



connection, and advocacy for our LGBTQ2SIA+ students and families in schools and beyond. We do this through the following areas of focus:

- Student-Led Change: Center LGBTQ2SIA+ students in the guiding of action planning, actions for strengthening GSAs, building and sustaining affinity spaces, and leading building and district level advocacy efforts.
- Educator & District Capacity Building for Support: Support student-led professional development, intervention strategies, and affinity group connections to build capacity of staff and peers to foster inclusive learning environments.
- Community & Safety Networks: Expand access to events like Pride Fest, Pink Prom and GSA Student Summits to strengthen community and cross-school student networks.
- Available & Meaningful Resources: Develop district-specific referral networks, resource guides, and culturally responsive curricula to ensure long-term, meaningful support existing across school buildings in Lane County.

[Contact Lane ESD](#)

Looking Glass Community Services

Looking Glass Community Services will allocate grant funding and programming efforts toward the following priorities: providing direct support to students; expanding our Rainbow Library and enhancing the availability of LGBTQ+ literature in classrooms; developing and implementing curriculum centered on the history of LGBTQ+ individuals and key historical events; advancing staff education and professional development; and inviting local guest speakers to present at staff meetings and in classrooms to share their experiences and perspectives. Furthermore, the education team will engage in GLSEN's Intentional Inclusion professional development series, a program designed to foster safe and affirming educational environments for LGBTQ+ students. Looking Glass Community Services also anticipates planning and hosting several Pride events open to students, their families and friends, and the broader community.

[Contact Looking Glass Community Services](#)



New Avenues for Youth

New Avenues for Youth will support teachers and school staff statewide, and LGBTQIA2S+ students in East Multnomah County via two projects:

1. Piloting a program of community partner staff serving as the GSA advisor for schools unable to provide a teacher-advisor, mentor and coach cis/straight teacher-advisors, and support school administration in developing and implementing affirming policies
2. Expanding our existing teacher/staff training program to operate statewide. Trainings include: "Foundations of Creating Affirming Spaces for LGBQIA2S+ Youth", "Intersections of I/DD and LGBTQIA2S+ Identity", "Inclusive Forms and Data Collection", "Supportive Communication for Families", and ongoing customized consultation services.

[Contact New Avenues for Youth](#)



Portland Community College

The Portland Community College (PCC)'s Bridge to Queer & Trans Student Success (BQTSS) Project helps LGBTQIA2S+ students make the transition to college and succeed during their first year. The Project includes outreach and support for current Portland Public high school students, a peer



mentorship program centering LGBTQIA2S+ first-year PCC students, and cultural responsiveness professional development training for Portland Community College faculty & staff.

[Contact Portland Community College](#)

Rainbow Youth, Inc.

SOGIE Youth Community Empowerment (SYCE) Project

The SOGIE Youth Community Empowerment (SYCE) Project is a groundbreaking initiative by Rainbow Youth aimed at breaking down barriers to education, fostering leadership, and creating sustainable support systems for LGBTQIA+ youth in Marion and Polk Counties, Oregon. This project is designed to ensure that Sexual Orientation, Gender Identity, and Expression (SOGIE) youth have access to safe spaces, mentorship, and community-driven resources that promote academic success, personal growth, and overall well-being.



[Contact Rainbow Youth, Inc.](#)

Southern Oregon ESD

The Southern Oregon Education Service District (ESD) LGBTQ2SIA+ Student Success grant program is dedicated to fostering inclusive, supportive educational environments for LGBTQ2SIA+ students in Klamath, Josephine, and Jackson Counties. The program provides schools with resources to create safe spaces where LGBTQ2SIA+ students can thrive, ensuring that they feel respected, valued, and connected. Key initiatives include professional development opportunities for educators to build inclusive educational practices, as well as support for mental health and well-being programs aimed at addressing the unique needs of LGBTQ2SIA+ youth. A hallmark of the program is the Unity Conference, an annual event that brings together students from across the region for a day of learning, community-building, and fostering a sense of belonging. The program also emphasizes family engagement, offering resources and opportunities for families to get involved and support their children's success in a welcoming environment. Through these efforts, the grant program aims to reduce disparities and enhance the overall academic and personal growth of LGBTQ2SIA+ students.



[Contact Southern Oregon ESD](#)

University of Oregon, Sapsik'walaá Program

Our project, Átaw pawá niimí skuuli'táma niimiyaw (Our students are very important to us), is an intersectional vision that honors the strengths of key partners to create safe spaces and culturally sustaining curricula for LGBTQ2SIA+ students. American Indian/Alaska Native (AI/AN) LGBTQ2SIA+ students, educators, and Tribal communities will benefit from accessible resources and culturally aligned training that bridge traditional cultural values with the needs/realities LGBTQ2SIA+ students face in their schools and communities through educator/mentor trainings and traditional Indigenous storytelling curricular resources.



Our project will directly benefit the Native students, families, educators, and communities in our partnership network, which includes: Indigenous teacher candidates in the Sapsik'walaá Program, which operates in collaboration with the nine federally recognized Tribal Nations in Oregon; Indigenous high school/college students, K-12 teachers, and administrators in our Grow Your Own (GYO) Program; and

Indigenous K-12 students and families in Lane ESD’s Native Youth Wellness Program. We also partner with the UOTeach Program, a long-time leader of LGBTQ2SIA+ advocacy within teacher preparation education, and the UO Ichishkiin Program, a leader in Indigenous language revitalization and culturally sustaining curriculum.

[Contact University of Oregon, Sapsik’wala Program](#)

UTOPIA PDX

The United Territories of Pacific Islanders Alliance: Portland (UTOPIA PDX) is a non-profit organization dedicated to serving Queer and Trans Pacific Islanders (QTPI). As a recipient of the LGBTQ2SIA+ Student Success Grant, we aim to leverage this opportunity to provide support and safe spaces for LGBTQ2SIA+ youth in the David Douglas and Centennial School Districts through various initiatives, including after-school programming, club support, and professional development for educators. Additionally, we plan to host a Queer Resource Fair, Queer Youth Prom, and an LGBTQ2SIA+ Art Showcase to celebrate and honor the vibrant diversity within the community.

[Contact UTOPIA PDX](#)



Project Summaries: 2022-24 Grantees (Cohort 1)



Centennial School District 28J

Centennial School District’s grant project focuses on increasing opportunities to engage within affirming spaces and increasing staff awareness & understanding.

[Contact](#)

Chemeketa Community College

Chemeketa Community College will develop sustainable practices that holistically supports the needs and fosters an inclusive environment for LGBTQ2SIA+ students and employees. Our office will hire a LGBTQ2SIA+ coordinator that will work collaboratively with departments districtwide and local CBO's to contribute to the college’s overall goal of ensuring that all students, faculty, and staff feel welcome and part of Chemeketa’s campus community.



Partnerships: Rainbow Youth

[Contact](#)



Citizens For Safe Schools

Citizens PRIDE Circle

PRIDE Circle youth-led, professionally facilitated mentoring circle providing youth with a network of allies centering emotional, social, and informational supports to build resiliency against suicide risk for LGBTQIA2s+ youth in Klamath County, Oregon.

[Contact](#)

Coalition for Racial and Educational Justice

Coalition for Racial and Educational Justice (formerly known as Campus Compact of Oregon CCOR) will develop curriculum and workshop opportunities for students, student advocates, educators, and school staff that will enhance their abilities to create authentic cultures of belonging in Oregon schools. This project will have a specific focus on racial justice and intersectional thinking around student engagement and advocacy. In addition, our office will work with partners to hear directly from students and communities.



Partnerships: Portland United Against Hate (new name to come) is rebranding to and will refocus on addressing hate violence in educational contexts (currently IRCO, East County Rising, APANO, 187ist are on the coalitions steering committee), 28 campus partners across the state of Oregon, K-12 schools across the state, Oregon Serves, the Black Student Success Network, Campus Compact of Oregon broader community network. Recently, CCOR has also partnered with Fireweed Collective, Cascade AIDS Project, Right to Be Here, Rose City Self Defence, DOJ Hate Violence Reporting (with programming specifically for youth reporting hate violence).



Columbia Gorge Consortium

Columbia Gorge Consortium partners with districts and community organizations to better support LGBTQ2SIA+ students. This will be primarily done in three big buckets:

- Professional learning and support for school staff, including administrators, teachers, specialists, and classified staff. Additionally, we will be holding communities of practice for GSA advisors and counselors.
- Direct support to students through the expansion of current affinity spaces that are offered locally.
- Support to families of LGBTQ2SIA+ students in family forums.

Consortium Members: Columbia Gorge ESD, North Central ESD, Coaching Leaders, and The Next Door [Contact](#)

Douglas ESD Consortium

Douglas ESD (DESD) Regional Educator Network (DREN) and Phoenix Charter (Phoenix) will collaborate to offer wraparound services to LGBTQ2SIA+ students by hiring two coaches, one who will be housed at DESD and focus on professional development and responding to student need in classrooms throughout the county. The other will be housed at Phoenix and will focus on creating opportunities with culturally designed features to ensure that participants experience welcoming, inclusive CTE and employability development learning environments. This position will also assist LGBTQ2SIA+ Youth into workforce development and employment opportunities.

[Contact](#)





Eastern Oregon Center for Independent Living (EOCIL)

Freedom to Express is forming a Region 5 Youth Network of intersectional youth to advise the EOCIL board and other community groups. This group will meet to discuss issues that affect the members of Freedom to Express Drop-in Center(s) and to share ideas for raising community awareness. Our clients are involved in the planning and production of events, such as Queer prom, PRIDE, and community outreach and tabling events. This work is compensated and valued.

Partnerships: Oregon Department of Justice, State Independent Living Council, Oregon Health Authority Healthier Together Oregon PartnerSHIP

[Contact](#)

Immigrant and Refugee Community Organization (IRCO)

The Immigrant and Refugee Community Organization's pilot program to support immigrant/refugee LGBTQ2SIA+ students/families in Oregon's schools will engage plan youth and community members in 1) a youth leadership cohort 2) an adult leadership cohort (e.g., educators, advocates, parents/caregivers, community leaders) and 3) by sharing cohort input, feedback, and recommendations with the broader community. This will be used to design future IRCO programming, increase visibility and improve school climate for these communities in schools.



Partnerships: School partnerships - Multnomah County (Region 3)

Contact: [Alex](#), [Lyn](#)



LatinoNetwork

Latino Network

Latino Network's approach to supporting Latine LGBTQ2SIA+ students has three components, making it unique among other Latine community based organizations. Firstly, we provide comprehensive, medically accurate sexuality education to seventh-tenth graders in our culturally specific afterschool programming. Secondly, we provide parallel education to parents. By providing both with information on sexual health as part of our programming, we normalize and destigmatize the subject, creating space and building skills to talk about sexual health with each other, peers and partners. Thirdly, we are piloting a culturally specific support group for Latine LGBTQ2SIA+ middle school students to directly address the lack of trusted adults and safe spaces as well as barriers to middle school success.

Contact: [Lorena](#), [Melissa](#)

Oregon Children's Theatre (OCT)

Oregon Children's Theatre's project includes two components: development of evidence-based professional development programming for teachers and administrators focused on the challenges faced by LGBTQ2SIA+ students, inclusive classroom practices, and resources for creating a more affirming educational environment; and development of a residency-style



empowerment and storytelling program curriculum targeting queer/questioning/allied LGBTQ2SIA+ youth which utilizes the intergenerational stories and artwork of queer creators to guide discussions focused on LGBTQ2SIA+ experience, history, the intergenerationally expressed resilience of the queer community, and improved resource accessibility for young queer/questioning individuals.

[Contact](#)



Oregon Family Support Network Consortium

The Family Acceptance Project (FAP), Oregon Alliance to Prevent Suicide and Oregon Family Support Network (OFSN) are collaborating to increase the readiness of educators and health/mental health providers in schools and school-based health clinics in Region 1 to address family support needs of diverse LGBTQ students. This includes providing 2 trainings for educators / academic support staff and 2 trainings for school-based clinic and mental health providers about the critical role of family support for LGBTQ youth and FAP's evidence-based family support approach and multilingual educational resources to help diverse families to decrease rejection and risk and to increase family support and well-being; individual peer support for parents with LGBTQ students in Region 1 schools; and disseminating evidence-based resources to help parents, families and caregivers to decrease family rejecting behaviors

that increase serious health risks and increase family supportive behaviors that protect against risk and promote well-being for LGBTQ students.

The consortium comprises Oregon Family Support Network, Oregon Alliance to Prevent Suicide and the Family Acceptance Project

[Contact](#)

Southern Oregon Regional Consortium

The Southern Oregon Regional Consortium for LGBTQ2SIA+ Student Success is a regional partnership that will create safe communities by providing relevant, intersectional, and empowering educational opportunities, resources, and events for students and families across spectrums of gender and sexuality.



The consortium comprises Ashland, Central Point, and Phoenix Talent School Districts, and serves 9,708 students and employs 1,497 staff.

[Contact](#)



Portland Public Schools



PPS will focus our grant programming on staff education, direct student support, and increasing LGBTQ+ books for student and staff use throughout our buildings. K12 student service providers will participate in Bridge 13's 3-hour training to deepen understanding of and support LGBTQ2SIA+ identities. Adult facing books and workbooks for use with students will be provided to counseling centers to further support this training. Direct student supports include, creating a centralized

bibliotherapy library for SSPs to use, pronoun pins for whole school buildings, funds for LGBTQ+ student groups, and our day-long Youth Advocacy Summit. The summit will include workshops around affirming the LGBTQ2SIA+ community for 3rd-12th grade students, their caregivers, and PPS staff.

[Contact](#)

Western Oregon University

Western Oregon University in conjunction with Central School District will be working together in a multifunction way to support LGBTQ2SIA+ students by educating school staff through the creation of asynchronous education modules about LGBTQ2SIA+ culture, history, and how



Western Oregon
UNIVERSITY

best to support students, giving space for their creative skills to showcase work to their community, and let their voices be heard in round table communities. Beyond students, we will host an LGBTQ2SIA+ educators event to help find community, support preexisting work done within our region, and also purchase materials for our local and school libraries in both English and Spanish to share LGBTQ2SIA+ works as well as show those in the community that their stories are important and heard.

Partnerships: Central School District 13J

[Contact](#)

To learn more, visit the [LGBTQ2SIA+ Student Success Program webpage](#) or reach out to LGBTQ2SIA.Success@ode.oregon.gov.