LGBTQ2SIA+ Student Success
Advisory Group Meeting Minutes
April 2, 2024

Time	Topic	Presenter(s)
2:30	**Welcome**	Angie Foster-Lawson
2:32	**ODE Announcements & Updates** ● Trans Visibility Day opening remarks ● Last months meeting minutes presented & reviewed by members and approved ● ODE gave remarks at City of Portland Trans Day of Visibility Proclamation (section begins at 34:43) ● ODE Statement about Nex Benedict in March Education Update ○ 4/3 Nex Benedict Vigil at Barbie's Village ● April Family Acceptance Project Trainings ● NAYA Queer Prom ● OACO Affinity Student Invite for Legislative Days	Angie Foster-Lawson

2:35	**Introductions & Member Check-In**
	
	● Check in question: What are 2-3 things we want our Student Success Plan Advisory Group to focus on in the coming year to improve the educational experience in our state?
	● **Feedback summarized below:**
	    ○ Physical access to spaces in school without fear of retaliation, harassment, physical assault, and/or being locked out. This includes clubs, sports, activities, bathrooms, locker rooms.
	    ○ Finding a way to collect data, without it being tied to our school districts. Students need a way to answer questions confidentiality and ensure that their data can be anonymous when used for projects like the Student Success Plan, or when given back to the districts cannot be traced back to them but instead utilized to better the district/school environment.
	    ○ A way to hold students/staff causing harm more accountable to improve student safety. I have had experiences with students saying they reported harassment, or unsafe situations and nothing being done about it. I have also had a staff speak up for others who felt unsafe, and when I addressed it with the admin they "didn't
		Britt Bieberich

	see it" and it, "it wasn't reported in SafeOregon," so they couldn't really do anything. ○ Would like to think about how to make the complaint/incident reporting process more accessible, such as creating a toolkit that steps through the process and form(s). Also really appreciated our discussion last week about finding creative ways to make sure student voice is included (and hopefully amplified) in this group ○ Increasing student voice in decision making spaces locally and at the state level. Building in systems of accountability for districts across the state. We have great guidance that puts us on the leading edge (and drives folks to move here), but our ability to enforce that guidance is lacking. ○ Sex education needs to be improved upon as not every school has a set curriculum from what I have heard from my incoming freshman students. In my role, I have been fielding questions about consent and queer sex, and it led me to seek furthering education myself so I am more prepared. This is definitely a state-wide issues, and it needs to be addressed. ○ Focus on ensuring that the highest safety needs are met for LGBTQ2SIA+ youth throughout the state, and that they see themselves reflected in inclusive curricula. ○ Increasing student voice in decision making spaces locally and at the state level. Building in systems of accountability for districts across the state.	
2:44	**Student Success Plan Model** Grounding in a shared model for Student Success. Student Success Plan Statutory Objectives - Oregon Revised Statutes (ORS): ● ORS 329.841 Statewide education plan for students who are Black or African-American ● ORS 329.845 Statewide education plan for students who are Latino or Hispanic ● ORS 329.847 Statewide education plan for students who are minority gender identity or sexual orientation ● ORS 329.849 Statewide education plan for students who are Native Hawaiian or Pacific Islander ● ORS XXX.XXX Statewide education plan for students who are immigrant or	Mariana Praschnik-Enriquez

refugee.

Oregon Department of Education - implements these Statutes
- Mission Statement: The Oregon Department of Education fosters equity and excellence for every learner through collaboration with educators, partners, and communities.
- At the Oregon Department of Education, we are guided by the following values:
  - Integrity
  - Accountability
  - Excellence
  - Equity
- Our Priorities:
  - Graduating our students college and career ready
  - Closing the Achievement Gap
  - Teacher and administrator effectiveness
  - Increasing performance for all schools and districts
  - A strong, seamless education system from early childhood through higher education

OEDI houses the following programs:
- Student Success Plans
- Early Literacy Success Initiative Community Grants
- English Learners Outcomes Program
- Culturally Specific After school Learning
  - Funds to end September of 2024
- Safe and Inclusive Schools
  - Implements suicide prevention, postvention and intervention

Cross-Student Success Plan Framework:
- Cultural identity development: Focused on developing the identity of protected class students. The queer identity may be more fluid.
  - Q: How to develop identity without being accused of grooming? How are resources made available while dealing with rhetoric that will follow. How is this specific to the LGBTQ2SIA+ Program specifically?
  - A: This is great feedback as we make this a safe space that benefits the students without causing areas for potential harm. Nothing is finalized as of yet, this feedback is highly desired as we develop further.
- Leadership development: Developing the skills of leadership, public

speaking, and other skills / mentorship opportunities.
- Wraparound services: Looping in other state agencies that can support students in various capacities.
- Academic support: Tutoring, literacy intervention, enrichment opportunities.
- Giving back to the community: Services that infuse efforts and resources back into the communities, being intentional with verbiage.
- Parent engagement: How to offer opportunities to groups, with the term 'parent' not being a closed door term but broader than possible prior definitions.
  - Q: What does parent/caregiver engagement look like for our unhoused queer and trans youth?

Advisory Member and Guest Feedback:
- I think you can say all of these domains are well and good/important, but they are really nothing without accountability.
- The LGBTQ2SIA+ community lives in a very diverse space of intersectionality so meeting these areas for all members will need to be done very carefully as it overlaps with other communities and identities as well.
- Students needing disability support transitioning into college haven't been provided the proper support, and it's mirrored with the queer community as well.
  - Neurodivergent and queer identities hold lots of overlap and providing resources to all areas of students identities are important.
  - Lack of support for unhoused queer youth/college students are a major issue in our communities as well, I've also seen it a lot in Yamhill County
- Q: Some of these "what we are trying to change" changes aren't the most pressing for the youth that I am chatting with, are we going to talk more about that? Is there a chance to talk more and shift these based on the specific needs of each student success plan?
  - A: This group will definitely return to this when the time comes for us to update the LGBTQ2SIA+ Student Success Plan together. The statutory objectives under "what we are trying to change'' are what is in law (ORS 329.847) and need to remain stable to see long term growth/change (so we are not able to change those without re-opening the law or going through the legislative session again), but the specific strategies, metrics, and recommendations within

	each Student Success Plan will be much more community specific, being developed for and by our communities and with the Advisory Group. And if we do it right, we will be able to include and center the needs of students in those strategies, so long as they still relate to the statutory objectives.
	
	Overview:
	● What it is we are trying to change:
	    ○ Areas of direct student impact
	● Why are we changing:
	    ○ Office of Equity, Diversity and Inclusion is focusing on Intersectionality - using the Cross SSP Framework
	● Advisory Group Recommendations directly affect the Student Success Plan
	● How we are changing:
	    ○ Goals:
	        ■ Objectives, strategies, metrics
	    ○ Actions:
	        ■ Grant, local state
	● There will be more conversations that take place on a deeper level as the process progresses	

3:10	**Cross-Student Success Plan Framework**
	
	Update about the Student Success Plan Project and Student Success Plan Survey with partners from REL NW, Region 16 Comprehension Center, and Marzano Research.
	
	Student Success Plan Integration - Marzano Research
	● REL NW (Phase I)
	    ○ Project 1: Develop logic model and "right-sized" indicators for CBOs and SSP grantees.
	    ○ Project 2: Develop a survey to collect data on grantee indicators.
	    ○ Project 3: Develop a SSP evaluation plan.
	● Region 16 Comprehension center serves Oregon, Washington and Alaska (Phase II)
	    ○ Create integration and communication plans
	    ○ Develop & deliver PD to increase understanding of the SSPs and role each ODE office will play in supporting the plans
	    ○ Determine how to integrate grantee indicators into plans and
		Region 16 Comprehensive Center

develop an SSP "blueprint"
- Goal today is to provide an update centering on efforts to:
    - Increase ODE staff understanding of content and purpose of SSPs
    - Integrate goals, objectives, & strategies of SSPs into work of ODE offices
    - Create a culture of ownership and support for SSPs at ODE
    - Build ODE capacity to monitor and evaluate implementation of the SSPs
- Phase I Updates:
    - Project 1: Develop logic model and "right-sized" indicators for CBOs and SSP grantees
        - SSP Crosswalk
            - Demonstrate intersectionality and areas of overlap between programs
        - Logic Model
            - Clarify the roles and responsibilities of ODE, grantees and CBOs
        - Indicators
    - Project 2: Develop a survey to collect data on grantee indicators
        - Prioritized Indicators
            - Student engagement
            - Sense of belonging
            - Student agency
            - Culturally responsive pedagogy
        - SSP Survey Scales - scheduled to begin in ~6-7 months
- Phase II Updates:
    - Phase IIa: Improve ODE understanding, awareness, and ownership of the SSPs.
        - Objective 1: Develop a plan to increase understanding and ownership of the SSPs.
        - Objective 2: Develop tools to integrate the SSPs into the work of each office and unit.
        - Objective 3: Provide professional learning to increase understanding and ownership of the SSPs.
    - Phase IIb: Improve ODE capacity to communicate the purpose and impact of the SSPs to internal and external partners.
        - Objective 4: Solicit input and feedback from internal and external partners.
        - Objective 5: Support development of a communications plan.

- [SSP Integration Plan](#)
  - Development - Created with unit directors October-November 2023.
  - Includes:
    - Three objectives
    - Implementation steps
    - Responsibilities and timelines
    - Monitoring plan
    - Logic model
  - Objectives
    - Increase internal understanding of the content and purpose of the SSPs
    - Increase internal understanding of the relationship between the SSPs and the work of each office/unit and the role each office/unit plays in supporting the plans.
    - Make the SSPs part of ODE's DNA
  - Overview:
    - SSP Professional Development
      - Three fold approach:
        - Asynchronous Module: Introduce history and background of the SSPs
        - Session One:
          - Develop a common understanding of the SSP
          - Identify opportunities to integrate the goals and objectives of each SSP into the daily operations of the individual teams and offices. Critical lift for each program.
        - Session Two:
          - Create an individual or unit action plan for implementation
          - Discuss next steps for follow-up.
          - This was not an end to the work, simply teaching new tools to use daily.
    - Offices and Units use mapping and integration tools to conduct a deep dive into the SSPs, align their work to the SSPs, and develop concrete plans to increase integration.
    - SSP Integration in Accountability Systems and Policy

Questions & Discussion:
- If there is a clear gap in LGBTQ2SIA+ affirming knowledge or skill sets regarding a community or population, what efforts are taken to teach or help to increase effectiveness within the ODE staff?
  - A: This is meant to be continued learning, there is no end point and it is important to continuously implement office wide as well as individual wide learning. To address glaring gaps, the agency takes various approaches with each team, however there is a common starting point that connects back to these project elements. In OEDI there is a core ILE (Internal Leading with Equity) team that works to increase learning and awareness.
    - As always there is no end point to this journey and we are always looking to expand and increase our staff awareness.
    - Feedback: In every environment there are always individuals who do not willingly take steps to increase their learning and awareness, but based on what was shared it seems it is highly optional or individual paced. What steps are in place to ensure that there is some level of 'mandatory' or 'required' growth that is linked to accountability within ODE staff?
    - A: Yes, there are required elements and policies set in place that stand to combat that 'push back' that can be experienced by some individuals.
      - Feedback: There are studies that show 'required / mandatory training' is highly ineffective. Integrating the Crosswalk concepts into job descriptions are great ways to document all staff acceptance and corresponding levels of accountability to adopt these concepts.
      - Feedback: While many professionals are reluctant to do mandatory trainings it at minimum gets the message out there.
    - It is the understanding of Marzano Research that it is the responsibility of the Office Assistant Superintendents and Directors to ensure that these research findings are implemented effectively within their teams.
    - Region 16 is contracted for concept development, not HR integration. We have worked to develop Equity Based Competencies (over 100 identified) that were crosswalked

	through the Department of Administrative Services (DAS) for various positions within ODE. ● There has been talk of incorporating these competencies into performance reviews while also honoring collective bargaining and Union contracts. ● I literally had staff avoiding professional development simply because they don't think this work is important. I know people skip our mandatory training around serving these students. Adults are a barrier. ● Concern when words (intentions) and actions from building Admin or district leaders are very different. Come back to accountability and implementation. ● I think for this plan in particular, it is still culturally acceptable to opt out of engaging with the material or even speak out against it which is why enforcing accountability is especially important	
3:48	**Break** (5 min)	All

3:53	**LGBTQ2SIA+ Grantee Presentations**
	
	3:55 **IRCO** (15 minutes)
	
	● Founded in 1976 by refugees
	● 72% of community members are from communities of color
	● 7 locations across Oregon that cater to various cultural communities
	● Youth & Academic Services Division
	    ○ 10,000+ Youth Served
	    ○ School Based Sector Programming
	    ○ School Linked Sector Programming
	● Project Overview:
	    ○ Description: SSP Grant in 2022 to provide safe spaces, leadership opportunities and resources to engage and uplift the youth voices of our LGBTQ2SIA+ immigrant and refugee communities
	    ○ Objectives:
	        ■ IRCO Youth staff training to become effective allies
	        ■ Youth and advocates involved in program design through leadership cohorts and listening sessions
	        ■ Parents and cultural communities are engaged and understand the issues important to students.
		IRCO: Lisa Sin and Alex Senai Riedlinger
		
		Chemeketa Community College: Tate Jackson

- Youth division programming, policies, and guidelines/best practices are updated to be inclusive and provide affirming services for LGBTQ2SIA+ youth
- Sharing feedback and findings to stakeholders - such as school districts and other community-based organizations
- First of it's kind programming for IRCO - Many intersectional identities represented, including religious diversity, immigrant and refugee experience, and people of color, but nothing specific to LGBTQ2SIA+ until this grant program
  - What needs we're addressing
    - Cultural stigmas and lack of understanding of LGBTQ2SIA+ identities and issues
    - Gaps in staff competencies around LGBTQ2SIA+ experiences and resources
    - Need for more policies and procedures that are inclusive of LGBTQ2SIA+ identities/experiences
    - Gaps in cultural-specific services for LGBTQ2SIA+ immigrant and refugee youth.
  - Across all immigrant justice and service organizations, there are not very many LGBTQ2SIA+ focused programming or policies and procedures or supports
  - Project Timeline presented:
    - Oct: Develop and plan staff trainings
    - Nov: Youth advocate listening sessions
    - Dec: Youth coordinator listening session
    - Jan: Curriculum development
    - Feb: Youth advocate listening session
    - March: resource mapping
    - April: Youth listening sessions
    - May: Parent and community engagement
    - June: Finalize reporting and sharing findings
  - Our strategies and activities (4 main)
    - Staff Listening Sessions
      - Gauge staff level of comfort and understanding of gender/sexuality
      - Share LGBTQ2SIA+ research and findings
      - Understand tools and resources staff need to support LGBTQ2SIA+ students
    - Youth Listening sessions
      - To understand youth perspectives and their sense of

safety and belonging at school, at home and in the
                          community
                      ■ Parent/Community Engagement
                          ● Share findings from youth/staff listening sessions
                          ● Get feedback, suggestions, and support for updating
                              standards and programming
                      ■ Review and Update Best Practices / Guidelines
                          ● Review and update internal policies and guidelines
                              to be inclusive of LGBTQ2SIA+ identities
          ○ Group Reflection - Our roles as allies
                      ■ Example of reflection activity from listening session - What
                          do folks find challenging about supporting communities,
                          but also what is positive and supportive
                      ■ Generating ideas about safe environments (physical,
                          emotional)
                      ■ How to support the families themselves
                          ● Parents of trans students who lost support from
                              religious communities when supporting their child,
                              etc. can be very heavily affected
          ○ Observations & Challenges:
                      ■ Cultural / religious stigma and biases
                          ● Also politics
                      ■ Fear of retaliation against staff or loss of community
                          relationships
                      ■ Staff don't have tools/language to engage in conversations
                          on gender/sexuality
                      ■ A lack of native language concepts and vocabulary
                      ■ Need culturally specific and intersectional resources
                      ■ Lack of culturally specific and community-embedded
                          trainers and educators
                      ■ Need culturally nuanced strategies for facilitating
                          conversations with the communities while providing safe
                          affirming spaces for youth and families
                      ■ Lack of perceived safe spaces to engage in topics
                      ■ Lack of culturally specific and community-embedded
                          trainers and educators
                          ● Doesn't really work when folks outside communities
                              try to do this work
                      ■ Lack of standards and competencies that are inclusive of
                          LGBTQ2SIA+ identities

- - - ■ Participants were surprised to hear (SSP quotes) that teachers themselves were discriminating against students

4:13 **Chemeketa Community College** (15 minutes)

- Safe Haven spaces on Chemeketa Community College Campuses & collaboration with Rainbow Youth
  - Goal to create Safe Haven spaces on all CCC campuses
- Counties served:
  - Marion
  - Yamhill
    - Has a lack of LGBTQ2SIA+ support in general
    - In Salem - Gap in CBOs directly supporting college students between ages of 18-25 who are also queer
  - Polk
    - No support for LGBTQ2SIA+
- Community college is a different experience than a 4 year institution
  - No housing, no dorm rooms to facilitate social interactions and participation in student clubs
  - Less on campus activities
  - Some students in their 30s, coming back to school, a lot of them who have just come out
- Recently moved into a new space
- Activities:
  - Queer Mentorship program
    - Pairing queer faculty / staff with a student mentee
    - Once matched, once a week hourly meetings
    - Goal to combat hopelessness and provide support
  - Regular Events
    - One event per month, one movie night per month
    - Planned Parenthood came out to support event about safe sex
    - Women's history month art event
    - Trans Day of Visibility event
      - 30 students in and out over 1-4pm
  - Flyer Campaign
    - Students notice that faculty isn't always inclusive
      - Examples in class, misusing pronouns (they, not he/she only), misgendering individuals, etc.
    - Flyers in popular areas with information and point of

	contact
	● How is community and student voice involved?
	    ○ Student surveys
	    ○ Student worker led events
	    ○ Indirect data - individual conversations
	        ■ Lot of individual support, try to incorporate individual ideas into new events
	● Future Projects:
	    ○ Rainbow Youth Panel
	    ○ Training for faculty
	    ○ Tree planting for Earth Day
	    ○ Supporting our sister org. With Stop Violence Against Women
	    ○ Pride Spirit Week
	        ■ An event every day May 31st through June 7th
	        ■ Gender affirming haircuts
	        ■ Drag show
	        ■ Tie Dye event
	● Member feedback
	    ○ Higher Education Coordinating Commission (HECC) interested in being a partner in this work
	    ○ Salem Keizer Public Schools is also interested in getting connected with Chemeketa on LGBTQ2SIA+ events
	    ○ Interest in getting in touch with high school students, connection with dual enrollment	

4:30	**Adjourn**	Angie Foster-Lawson

Next meeting will be held on **Tuesday, May 7, 2024** from 2:30-4:30pm PST