

LGBTQ2SIA+ Student Success Plan

Biennial Report to the Oregon Legislature

Office of Equity, Diversity, and Inclusion Initiatives

February 2024



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Executive Summary

Oregon has a history of sanctioned systemic, explicit, and implicit bias against persons of color, their communities, and their institutions. The State of Oregon, acting by and through the Oregon Department of Education Office of Equity, Diversity, and Inclusion, is working to address and reverse the inequities suffered by Oregon's students. Specifically, the Oregon Department of Education's LGBTQ2SIA+ Success Plan has promised to address historic educational inequities and remove systemic barriers to academic success for LGBTQ2SIA+ students, while bolstering family services and culturally responsive in-school and community supports.

According to the 2022 Oregon Health Authority (OHA) [Student Health Survey](#), about 12% of Oregon youth are transgender, gender expansive, or unsure of their gender identity and 1 in 3 Oregon youth are LBQ, pansexual, asexual, aromantic, something else, multiple identities, or unsure of their sexual orientation. This report also indicates that Oregon LGBTQ2SIA+ youth are at higher risk of bullying, suicidal thoughts and attempts, sexual assault, fear-based absences, and houselessness. 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

The Student Success Act (Oregon House Bill 3427) ensures significant investments in programs to support historically underserved students. When fully implemented, this act will invest approximately \$2 billion per biennium for early learning and K-12 education. Nestled within the Student Success Act is the LGBTQ2SIA+ Student Success Plan. In 2021 the Oregon Legislature enacted Senate Bill 52, which was codified as ORS 329.847. This legislation requires 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 Oregon Department of Education is directed to convene an Advisory Group comprised of individuals who identify as LGBTQ2SIA+, students who identify as LGBTQ2SIA+, representatives of community-based organizations that serve LGBTQ2SIA+ communities, and education stakeholders, including representatives of the Department of Early Learning and Care, the Youth Development Division, and the Higher Education Coordinating Commission. The purpose of the Advisory Group is to advise the Oregon Department of Education on the development and implementation of the plan as well as criteria, processes and expectations regarding grant awards, and adoption of rules by the State Board of Education for the implementation of the plan.

ODE awards grants to Tribal governments, early learning hubs, providers of early learning services, school districts, education service districts, public charter schools, post-secondary institutions of education, and community-based organizations to implement strategies in the LGBTQ2SIA+ Student Success Plan. 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.

¹ As outlined in national and local data sources: [OHA 2022 Student Health Survey](#), [GLSEN 2021 Oregon State Snapshot](#), [Trevor Project 2023 U.S. National Survey on the Mental Health of LGBTQ Young People](#), [GLSEN 2020 Erasure and Resilience: The Experiences of LGBTQ Students of Color Reports](#)

In 2022-23, out of 44 applications received for the fall 2022 Request for Application, 14 grantees were funded for a total of \$2 Million. This process identified a cohort of grantees where all 5 statewide regions represented, serving communities in 25 Oregon counties. Funding for the grantees was available in January 2023, giving grantees a short time in the 2021-2023 biennium to expend funds. Given this, an extension of funding for these grantees through June 30, 2024 was provided. Plan funding was increased in the 2023-25 biennium to reallocate funding for current grants and provide additional funding for a second round of grantees. Originally funded at \$2 million dollars, the LGBTQ2SIA+ plan is funded at \$4,168,000 through 2025. Of that, \$2,444,699 will go to the 14 current grantees, with \$1,723,301 remaining for a second selection process.

In January of 2023, the Oregon Department of Education (ODE) proudly published [Supporting Gender Expansive Students: Guidance for Schools](#). This guidance is grounded in the recognition, respect, affirmation, friendship, joy, belonging, and safety every human deserves - including the students, staff, and families that make-up our school communities.

History and Purpose

Plan Timeline

Below is a timeline of the LGBTQ2SIA+ Student Success Program from inception to present time.

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

Development of the LGBTQ2SIA+ Student Success Plan by ad-hoc LGBTQ2SIA+ Advisory Group through regional student listening sessions held

June 2020: Publication of the LGBTQ2SIA+ Student Success Plan by the Oregon Department of Education

**2019-
2020**

2021 **April:** Adoption of the LGBTQ2SIA+ Student Success Plan by the State Board of Education

June: Legislature passed SB 52 (2021), directing the Oregon Department of Education to develop and implement a statewide education plan, award grants, and form an advisory group in order to address educational disparities, historical practices, and educational needs of plan students

February: LGBTQ2SIA+ Student Success Coordinator hired

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

August: LGBTQ2SIA+ Student Success Advisory Group appointed for 22-23 school year

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

October: Released [LGBTQ2SIA+ Student Success Grant RFA](#)

2022

**2022-
2023** **First Grant Year: Cohort 1: 14 grantees**

Cohort 1: 14 grantees funded from a new RFA out of 44 applications received, with all 5 statewide regions represented, serving Coos, Curry, Klamath, Douglas, Jackson, Josephine, Lane, Marion, Polk, Yamhill, Multnomah, Clackamas, Washington, Hood River, Wasco, Sherman, Wheeler, Gilliam, Baker, Grant, Harney, Malheur, Umatilla, Union, and Wallowa counties

Second Grant Year: Cohort 1: 14 grantees

Cohort 1: The same 14 year one grantees will receive a one-year extension in the form of a grant amendment to continue to serve the same regions for another grant year

**2023-
2024**

LGBTQ2SIA+ Student Success Plan Overview

Incorporating statewide voice and input, the LGBTQ2SIA+ Student Success Plan has an Advisory group that advises the Oregon Department of Education on the development and implementation of the plan, Rule development for the grant program, and policy decisions. Supporting the work forward, the LGBTQ2SIA+ Student Success Plan also implements a grant program where grants are awarded to local and community-led projects to implement the student success strategies key to the program.

Plan Development

Senate Bill 52 (2021) and Oregon Revised Statute 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 plan must provide strategies to address the objectives outlined in Oregon Revised Statute 329.847.

The [LGBTQ2SIA+ Student Success Plan](#) was developed in partnership with community and affinity partners in 2019-2020. Members of the LGBTQ2SIA+ Student Success ad-hoc Advisory Group met over a period of several months to develop a framework of recommendations that span three interdependent levels of impact to create safer and more welcoming school environments for LGBTQ2SIA+ students in Oregon.

Summary of Plan Recommendations and Objectives

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 the wisdom and experiences of the advisory group.

The key problems addressed by the recommendations are:

- Individual bias and acts of discrimination
- Institutions that create barriers to learning and physical and emotional safety
- State systems that lack the resources to support learning and accountability for harm to students and educators



To address the statutorily mandated objectives listed above, the LGBTQ2SIA+ Student Success Plan includes the following objectives, organized within three overarching domains:



Recommendation Domain #1: Individual Intentions and Impact

These recommendations are intended to directly address the ways in which individual educators, peers and families impact a student's experience of school.

Objective #1: Supportive Educators

Educators (including teachers, administrators, and classified staff) have the training, coaching, and ongoing support to build trusting, connected, and inclusive environments.

Objective #2: Supportive Peers

Youth are supported to develop understanding of and respect for individual, family, and cultural differences including sexual orientation, gender identity and gender expression.

Objective #3: Supportive Families

Districts recognize that LGBTQ2SIA+ student success is impacted beyond the walls of the school and engage community-based organizations and families as full partners in supporting students.

Recommendation Domain #2: Institutional Policies and Facilities

These recommendations are focused on the spaces that serve students and address the institutional policies and decisions that can help make a space feel safe and inclusive.

Objective #1: Safer Affirming Spaces (e.g. gender-neutral restrooms, affinity spaces, safe space posters, implementing Anti-Bullying Policies)
Youth feel safe, seen, and supported in school spaces.

Objective #2: Inclusive Curriculum

Students receive LGBTQ2SIA+ inclusive, culturally sustaining, curriculum and pedagogy across grades and subjects.

Recommendation Domain #3: State Accountability and Support Systems

These recommendations address the ways in which state systems can play a role in both holding institutions accountable to serving all students and provide support and guidance to proactively reduce ignorance and increase student-centered capacity across the state.

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)
The current experiences of LGBTQ2SIA+ youth and educators are made more visible in order to inform policy and implementation of support.

Objective #2: ODE Capacity to Support Districts and Families (e.g. greater implementation support for the existing policies and new recommended ones)
ODE demonstrates leadership to districts, schools, and families by collecting and disseminating resources, providing guidance and coaching, addressing violations of policy in a timely manner, and proactively building districts' capacity to create trusting, connected and inclusive environments.

Objective #3: Cross-agency Collaboration

State education and health agencies work together to address issues that impact the experiences of LGBTQ2SIA+ youth.

Plan Implementation

In the initial biennium following passage of the legislation, ODE focused on establishing the Advisory Group and setting up the mechanisms for distribution of grant funds. During this start-up year before the grant program was set up, the LGBTQ2SIA+ Student Success Coordinator focused on statewide implementation of the Plan.

Statewide implementation involved operationalizing the Plan through:

- Alignment and implementation of Plan strategies in all Oregon school districts and school communities, through publishing guidance and resources such as:
 - [Supporting Gender Expansive Students: Guidance for Schools](#) (January 2023), including a main guidance document and several school-, student-, and family-facing supplemental resources to aid in practical implementation;
 - Open Q&A sessions and other relevant professional development opportunities for school district staff and external partners to learn more and ask questions about the above gender identity guidance, reaching about 600 participants during the 2022-23 school year;
 - A comprehensive [LGBTQ2SIA+ Resources webpage](#) with highly-requested information and tools related to the Plan, sorted by audience and topic;
- Alignment and integration of Plan strategies with other educational or relevant initiatives and offices throughout ODE, and other Oregon agencies, such as the Oregon Health Authority, Department of Early Learning and Care, the Youth Development Division, and the Higher Education Coordinating Commission. For example:
 - 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.

The Oregon Department of Education is working to align objectives and strategies across the different programs and funding sources of the Student Success Act. This will facilitate evaluation of outcomes across programs and shared accountability across the agency.

Advisory Group

When selecting advisory members, every effort is made to ensure that the composition of the LGBTQ2SIA+ Student Success Advisory Group reflects the diversity and representation of our students, families, and community stakeholders, while also considering the need for intersectional representation of other marginalized and system-impacted identities beyond sexual orientation and gender identity. Oregon Department of Education intends to intentionally recruit new members in the Spring of 2024 based on known application and membership gaps such as Central and Eastern Oregon regional representation, increasing indigenous representation, and additional LGBTQ2SIA+ student members based on the first year attrition of the 2022-23 student members who moved onto college.

The Advisory Group advises the Oregon Department of Education on the current state of relative experiences and concerns of the community which leads to accountability of plan implementation. Through Advisory Group members, the Department is able to glean experiential data from multiple corners of the State. The Oregon Department of Education partners with the Advisory Group to ensure the voice of communities are uplifted.



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.

Advisory group members provided review and feedback for dress code and nondiscrimination rulemaking, the Oregon Department of Education K-5 Literacy Framework, Computer Science Implementation Plan rules, Social Emotional Learning Standards and Framework, and the 2023 Health and Sex Education Standards. In April 2023 the Latino/a/x & Indigenous Student Success Plan was presented to the group and in June 2023 the Black, African American Student Success Plan was presented during group meetings to provide members detailed information for cross-sectional consideration necessary to implementing the LGBTQ2SIA+ plan.

"I liked feeling like I could give feedback on upcoming policies to be released. Especially with the dress code review, I felt that we were really able to dive [in] and make a difference in something that would have a direct impact on lgbtq2sia+ students." -- LGBTQ2SIA+ Advisory Group Member

In a year-end survey, the advisory group 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 policies and curriculum through an LGBTQ2SIA+ lens allowed them to make the most impact. The members also shared the concerns they see in their communities that they would like to see the group address. Predominant among the suggestions were looking into ways to respond to regional resistance to inclusive practices and curriculum.

Aligning Student Success Plans

The Oregon Department of Education is working to elevate the student success plans and hold ourselves accountable to the objectives in the plans by operationalizing them through practice and policy across not only the agency but ultimately across all of Oregon's school districts. The Oregon Department of Education 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.

Along with implementing the LGBTQ2SIA+ Student Success Plan across agency initiatives, the Department is working towards implementing the LGBTQ2SIA+ Student Success Plan objectives and strategies in Oregon school districts by:



- Clarifying legal requirements, research findings, and best practices through publishing the [Supporting Gender Expansive Students: Guidance for Schools](#) (January 2023) alongside a set of supplemental resources to support its practical implementation;
- Increasing visibility and access to mechanisms of accountability, such as discrimination and Division 22 complaints and appeals processes;

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.



- Disseminating best practices through the [LGBTQ2SIA+ Resources webpage](#) and [LGBTQ2SIA+ Student Success listserv](#) and newsletter;
- Understanding the unique implications of intersectional identities and geographic location;
- Eradicating structural barriers; and
- Understanding as well as communicating the best methods of providing appropriate support and resources for LGBTQ2SIA+ communities across all school districts in Oregon through professional development, offered to about 600 participants during the 2022-23 school year.

The Oregon Department of Education's Student Success Plans establish goals and a set of strategies to improve educational outcomes for African American/Black; American Indian/Alaska Native; Latino/a/x & Indigenous; Lesbian, Gay, Bisexual, Transgender/Non-binary, Queer/Questioning, Two-Spirit, Intersex, Asexual,+; and Native Hawaiian/Pacific Islander students. The success plans include investments in community-based organizations, school districts, early learning providers, educational service districts, Tribal governments, and higher education partners.

In the initial years following passage of the legislation, the Oregon Department of Education focused on establishing the Advisory Group, developing the Plan, and setting up the mechanisms for distribution of grant funds. With this foundation established, the Oregon Department of Education is focused on statewide implementation of the Plan which. Statewide implementation involves operationalizing the Plan through:

- Alignment and implementation of Plan strategies in all Oregon school districts.
- Alignment and integration of Plan strategies with other educational or relevant initiatives and offices throughout the Oregon Department of Education, and other Oregon agencies, such as the Division of Early Learning and Care, the Youth Development Division, and the Higher Education Coordinating Commission.
- Alignment of Student Success Plan Grant-funded programs across the state to accomplish the objectives set forth in Student Success Plans.

In 2023, the Oregon Legislature passed Senate Bill 2275 which requires applicants for Student Investment Account grants 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.

To bolster the metrics included to monitor and assess the implementation and impact of individual strategies, the Oregon Department of Education is developing an overarching framework or logic model for coherency across the student success plans and to guide the development, monitoring, and evaluation of the plans. This effort will result in a robust set of metrics to monitor and evaluate how community-based organizations and other grantees partner with school districts to build capacity to improve targeted outcomes for the focal student groups identified in The Oregon Department of Education's Student Success Plans. The support that community-based organizations and other grantees provide falls into five general categories (i.e., academic support, positive identity development, leadership development, giving back to the community, family and community engagement), and the

Oregon Department of Education aims to identify metrics to monitor outputs and outcomes related to that support.

To this end, the Oregon Department of Education has partnered with Region 16 Comprehensive Center (led by Marzano Research) to develop a cross-student success plan framework that includes key indicators and metrics for monitoring and evaluating the success plans that are appropriately scaled for the Oregon Department of Education's grantees. The Oregon Department of Education and Region 16 Comprehensive Center led by Marzano Research have convened stakeholders to support the design process and help co-develop systems that foster greater communication and collaboration between the Oregon Department of Education, districts, community-based organizations, and other grantees. This cross-student success plan framework and logic model includes indicators that can be used to:

- Support the development and revision of student success plans;
- Provide guidance to community-based organizations, districts, and other grantees regarding outputs and deliverables;
- Monitor implementation; and
- Evaluate the impact of the plans and their associated investments.

This cohesive success plan architecture will help define how the Oregon Department of Education, local education agencies, and community-based organizations work together to improve the ability of the Oregon Department of Education to:

- Manage the direction of funds,
- Guide the planning and implementation of the Student Success Plans, and
- Answer questions about how the strategic investments in community-based organizations and other grantees are impacting student outcomes.

More broadly, the success plan architecture will support the Oregon Department of Education and its partners' use of the metrics to communicate the interconnected nature of the work that grantees, districts, and the Oregon Department of Education do to improve students' experience in schools, sense of belonging, and academic outcomes.

Through this work, Region 16 Comprehensive Center led by Marzano Research collaborates with representatives from the Oregon Department of Education and representatives from other stakeholder groups, as appropriate, to:

- Develop and/or refine a student success plan crosswalk that identifies key themes, trends, and development needs across the five plans;
- Facilitate the development of a framework and logic model applicable to all current and future student success plans;
- Identify key metrics and indicators applicable to all student success plans, while maintaining the distinct objectives and strategies developed by communities or Tribes for each of the individual plans;
- Support the development of an internal alignment process that connects the objectives and strategies in the student success plans to other Oregon Department of Education work (e.g. reading strategies, increasing access to advancement learning, and math pathways project)
- Support the development of a continuous improvement plan that would guide the development, monitoring, evaluation, and iteration of the student success plan; and

- Support development of a strategic communications plan designed to:
 - Foster greater collaboration between the Oregon Department of Education, districts, community-based organizations, and other grantees; and
 - Document the impact of the plans and associated investments on students' school experience, sense of belonging, and academic outcomes.

System Improvements: Guidance

A significant systems improvement implemented over this last biennium is the Student Success Plan Grant Guidance. This guidance provides information on whether and to what extent grant funds may be used for various types of expenditures. It provides detailed guidelines and delineates 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.

In addition, the Office of Equity, Diversity, and Inclusion has embarked on a continuous improvement process to develop and refine our data collection and grantee monitoring and assessment processes. 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 to be devoted to improving student outcomes.

Grant Program : 2021-2023

In 2022-23, out of 44 applications received for the program's first open Request for Applications (RFA), 14 grantees were funded for a total of \$2 Million, with all 5 statewide regions represented. LGBTQ2SIA+ Student Success Plan grants were awarded to community-based organizations, school districts, education service districts, and higher education institutions.

Funding was released to grantees in January of 2023. Plan funding was increased in the 2023-25 biennium to reallocate funding for current grants and provide additional funding for a second round of grantees. Originally funded at \$2 million dollars, the LGBTQ2SIA+ plan is funded at \$4,168,000 through 2025. Of that, \$2,444,699 will go to the 14 current grantees, with \$1,723,301 remaining for a second selection process. All 14 grant funded programs have been extended through 2024.

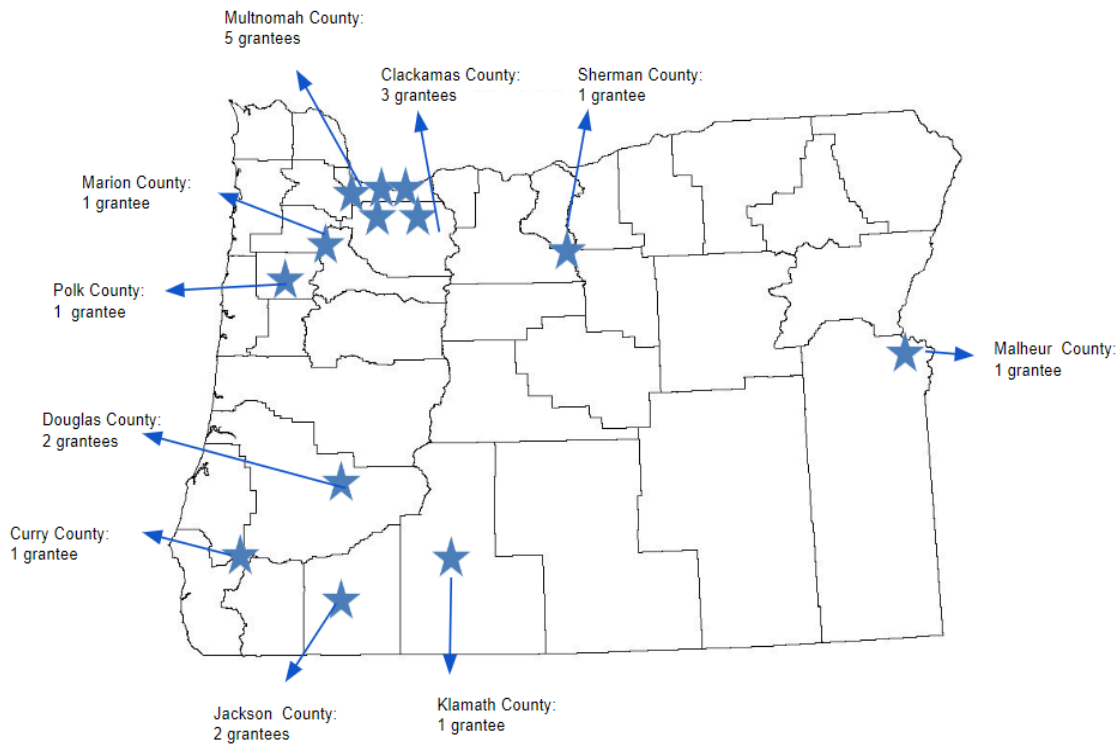
Communities Served by LGBTQ2SIA+ Student Success Grant Program Initiatives

Grantees served LGBTQ2SIA+ students and communities across Oregon within Coos, Curry, Klamath, Douglas, Jackson, Josephine, Lane, Marion, Polk, Yamhill, Multnomah, Clackamas, Washington, Hood River, Wasco, Sherman, Wheeler, Gilliam, Baker, Grant, Harney, Malheur, Umatilla, Union, and Wallowa counties. Grantees were from 7 community based organizations (CBOs), 3 school districts, 2 Education

Service Districts, 2 higher education institutions, with consortia members and partnerships with many more types of entities.



Figure 3. Counties Served by LGBTQ2SIA+ Student Success Grantees in 2021-2023



Accomplishments

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+ communities. Below is a brief list of just some of the many invaluable services and supports that LGBTQ2SIA+ Student Success grantees provided during this biennium.

Collectively LGBTQ2SIA+ Student Success Grantees:

- Served approximately 13,000 students during the 2022-2023 school year.
- Grantees chose Strategies and Activities within the first two Domains of the Plan. All grantees focused within Domain #1: Individual Intention and Impact, choosing equally among the three Objectives within the Domain: Supportive Educators, Supportive Peers and Supportive Families. Most grantees also chose activities within Domain #2, focusing on Objective #1: Safer Affirming Spaces.

In addition, specific grantees provided the following as indicated:

- Various grantees engaged in curriculum design centered around supporting LGBTQ2SIA+ and BIPOC youth.
- Several grantees coordinated focus groups for students and families.
- At least one grantee hosted workshops and training modules that focus on student voice and addressing hate violence and biased acts.
- One grantee hosted a leadership workshop for youth enrolled in pride circle or peer mentoring circles to build youth capacity for facilitating circle activities such as warmups, icebreakers, activities, and discussions.
- One grantee held a community Youth Summit; sixty-five youth attended the community wide summit and participated in workshops around topics like coping skills, prevention strategies, civic engagement, youth leadership, and teambuilding.
- One grantee created a Youth Council with 9-10 consistent members aged 15-19. The group organized a Community Needs Assessment and Listening Sessions.
- One grantee facilitated the creation of LGBTQ2SIA+ staff support and affinity groups.
- One grantee developed an extensive list of books for approval and purchase by a school district equity team.
- One grantee incorporated a Sources of Strength suicide prevention curriculum.
- A six-week work crew of LGBTQ2SIA+ students participated in a service-learning partnership between Farm to School and YouthCorps.

Looking Forward to the 2023-2025 Biennium

Grant Selection and Extension

During the 2023 legislative session, the legislature provided \$4,168,000 to support the LGBTQ2SIA+ Student Success grant program, an increase of \$2,168,000 from the previous biennium. In spring 2023, the Oregon Department of Education renewed the current grantees for an additional year of funding. The Oregon Department of Education is awarding a total of \$2,444,699 in funding. The remaining funding will be awarded through a request for application process for grant program implementation during the 24-25 school year and beyond.

Grant Program Funding Updates

In an effort towards continuous improvement, the Office of Equity, Diversity, and Inclusion at the Oregon Department of Education is developing policies and procedures to ensure greater alignment, equity, and accountability across the four current Student Success Plans. This includes guidance for the grant programs to ensure fiscal accountability for usage of grant funds.

Appendix A: Grantee Organization Type, Award and Service Area

Organization Name	Organization Type	2022-23 Awarded Amount	2023-24 (Extension) Awarded Amount	Counties Served
Campus Compact of Oregon (CCOR)	Community Based Organization	\$188,945.00	\$189,980.00	All
Centennial School District 28J	School District	\$155,468.29	\$200,000.00	Multnomah & Clackamas
Chemeketa Community College	Post-secondary institution of Education	\$149,727.00	\$199,920.00	Marion, Polk, Yamhill (all includes rural)
Citizens For Safe Schools (CFSS)	Community Based Organization	\$137,978.00	\$137,978.00	Klamath (rural)
Columbia Gorge Consortium	Educational Service District	\$163,853.00	\$185,945.00	Hood River (rural), Wasco (rural), Sherman (frontier), Wheeler (frontier), Gilliam (frontier)
Douglas ESD Consortium	Educational Service District	\$109,862.50	\$200,000.00	Douglas (rural)
Eastern Oregon Center for Independent Living (EOCIL)	Community Based Organization	\$200,000.00	\$200,000.00	Baker (frontier), Grant (frontier), Harney (frontier), Malheur (frontier), Umatilla (rural), Union (rural), and Wallowa (frontier) counties
Immigrant and Refugee Community Organization (IRCO)	Community Based Organization	\$112,049.00	\$197,689.00	Multnomah
Latino Network	Community Based Organization	\$99,620.00	\$199,929.00	Multnomah
Oregon Children's Theatre Company	Community Based Organization	\$38,860.00	\$78,312.00	Multnomah, Clackamas, Washington
Oregon Family Support Network, Inc. Consortium (OFSN)	Community Based Organization	\$199,921.00	\$200,000.00	Coos (rural), Curry (rural), Douglas (rural), Jackson (rural), Josephine (rural), and Lane (includes rural) counties
Southern Oregon Regional Consortium (Phoenix School District)	School District	\$198,744.84	\$201,661.00	Jackson (includes rural)
Portland Public Schools (PPS)	School District	\$93,002.00	\$103,245.00	Multnomah, Clackamas, Washington
Western Oregon University	Post-secondary institution of Education	\$151,969.15	\$150,040.00	Polk (includes rural)