



# African American Black Student Success Plan

## 2026 Biennial Report to the Oregon Legislature

Office of Equity, Diversity, and  
Inclusion Initiatives

February 2026



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DEPARTMENT OF  
EDUCATION

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## Executive Summary

In 1859, Oregon became the 33rd state in the Union, and the only state admitted with a Black exclusion clause in its constitution ([Black in Oregon](#), Oregon Secretary of State). The Black exclusion clause was removed only 100 years ago, and the scope and impact of longstanding, systemic, and institutionalized racism continues to have devastating consequences for our state, including disproportionate impact on Oregon's African American/Black students who face systemic barriers to academic success.

In 2015, the Oregon Legislature enacted House Bill 2016—codified as ORS 329.841—to begin to address these systemic barriers and improve academic outcomes. The legislation directed the Oregon Department of Education (ODE) to develop and implement a statewide education plan for African American/Black students in early childhood through postsecondary education programs to address the disparities experienced by African American/Black students; the historical practices leading to disproportionate outcomes for African American/Black students; and the educational needs of African American/Black students. The first African American/Black Student Success (AABSS) Plan (the Plan) was finalized in 2017. Implementation of the Plan is supported through grants to Early Learning Hubs, providers of early learning services, school districts, education service districts, post-secondary institutions of education, and community-based organizations.

During the 2023–25 biennium, AABSS grantees collectively served **9,562 students** across **79 school districts**, with **74%** of participants identifying as Black or African American. Students represented rich linguistic diversity, speaking **110 unique home languages**. While this linguistic diversity should in theory support student achievement ([Hartanto, Yang, and Yang](#), 2018), AABSS program participants were more likely to experience obstacles to academic success:

- AABSS students experience **poverty** at nearly **double the rate** of their non-program peers (58% vs. 33%), with nine grantees where more than **70%** of program participants live in poverty.
- **17%** of AABSS students are current **English Learners**, compared to **12%** of non-participants.
- **15%** of AABSS students experienced at least one **exclusionary discipline** action, **2.1 times** the rate of their non-AABSS peers.

Despite these systemic barriers, AABSS program students achieved measurable academic progress aligned with AABSS statutory objectives:

- **Attendance:** Elementary African American/Black AABSS students attended school at higher rates than their peers in both 2023–24 (**67% vs. 63%**) and 2024–25 (**68% vs. 65%**). Middle school students also exceeded their peers in attendance in 2024–25 (**64% vs. 61%**).
- **On-Track to Graduate:** In 2024–25, **81%** of African American/Black AABSS students were on track to graduate by the end of ninth grade, compared to **77%** of their non-participating peers.
- **Graduation Success:** In 2023–24, **76%** of African American/Black AABSS students graduated from high school, surpassing the **74%** rate of non-participants. Six grantees exceeded the statewide graduation rate of **81%**, including two with **100% graduation rates**. (Table 3, p. 19)
- **Postsecondary Enrollment:** Among 2022–23 graduates, **59%** of African American/Black AABSS participants enrolled in a postsecondary institution within one year of graduation, compared to **51%** of their peers. (Table 4, p. 20)

While statewide assessment data indicate continued academic gaps in English Language Arts and Mathematics, African American/Black AABSS program students have shown encouraging progress,

particularly among **11th graders**, who outperformed their peers in both subjects in 2023–24 (**32.1% vs. 29.1% in ELA and 13.4% vs. 8.8% in Math**). Although this trend did not continue in 2024–25, the 2024–25 grantee cohort represented a new group of grantees that started late in the year, which may explain variations in performance.

Understanding the many factors that contribute to academic success, the AABSS Plan serves the whole child. According to ODE's [SEED Survey](#), African American/Black students have consistently lower [Sense of Belonging](#) domain scores than the state average. When Black students also hold other marginalized identities (such as disabled, American Indian/Alaska Native, or nonbinary), the emotional and academic toll can be compounded. In accordance with strategies identified in the AABSS Plan, grantee organizations—particularly culturally-specific community-based organizations—have supported student mental and behavioral health through mentorship and relationship building with trusted adults, IEP and other school/academic support for families, and culturally supportive after-school and summer learning programs. AABSS Plan students have expressed a strong sense of belonging in grantee programs, a greater connection to their cultural identity, and connection with adults who reflect their identity and support their academic success ([SSP Pilot Survey](#), 2024). With continued investment, these advances in student belonging can be translated into greater academic success.

The significant reduction in funding to the AABSS program for the 2025–2027 biennium (66.2% reduction compared to AY25 funding) has already had devastating impacts on AABSS grantee programming. Staff were laid off, position recruitments were cancelled, and some summer programming was cancelled to ensure long-term sustainability. In addition, long-time AABSS grantees who are key service providers with expertise in culturally-specific interventions—representing a **significant statewide infrastructure investment**—are experiencing loss of investment by other funders as well, compounding the impact on our African American and Black students statewide. Regardless of the reduction in resources, we remain optimistic about the capacity for the AABSS Plan to continue making improvements to student outcomes. As described in the [System Improvements](#) and [Looking Forward](#) sections, the current cohort of grantees (2024–2028) are working with ODE to develop resources for implementing the SSP strategies in order to scaffold and scale the work of the Plan to the extent possible with current funding, with the goal to expand outreach and technical assistance to districts on Plan implementation. We continue to improve program oversight, technical assistance to our partners, streamline grant processes and, in collaboration with our advisory group, update the Plan to ensure strategies reflect the most current and effective interventions.

As African American and Black students continue to be more likely than their peers to be the victims of racially-motivated bias crimes ([2024 Bias Crimes Report](#), OCJC), and concomitantly experience elevated rates of suicide ([YSIPP 2024 Report](#), OHA), continued investment in the African American/Black Student Success Plan (and other programs that support the objectives of the AABSS Plan, such as the [EAC's Grow Your Own program](#)) is an opportunity for Oregon to show its commitment to ensure that every child feels a sense of safety and belonging in our education system, and can reach their greatest potential. Every dollar dedicated to the AABSS Plan is an investment in that potential.

Members may request a copy of the full report by emailing the Oregon Department of Education's Government Relations and External Affairs Team at:  
[ODE.Government.Relations.and.External.Affairs.Team@ode.oregon.gov](mailto:ODE.Government.Relations.and.External.Affairs.Team@ode.oregon.gov).

A copy of the full report is also available on the African American/Black Student Success Plan webpage:  
<https://www.oregon.gov/ode/students-and-family/equity/africanamericanblackstudenteducation/pages/default.aspx>.

*“I enjoy the after school program, my cultural navigator supporting me in math and writing and them mentoring me. Helping me become a good leader and listening to me when I have problems.” – AABSS Student Success Plan Participant*

## History and Purpose

In 1859, Oregon became the 33rd state in the Union, and the only state admitted with a Black exclusion clause in its constitution ([Black in Oregon](#), Oregon Secretary of State). Beginning with this dubious distinction, and the institutionally and socially entrenched racism that followed, Oregon has struggled to ensure equal opportunity for all Oregonians. The State has since removed the exclusion clause (1926) and other racist language (2002) from its constitution, but the scope and impact of longstanding, systemic, and institutionalized racism continues to have devastating consequences for our state, including disproportionate impact on Oregon’s African American/Black students who face systemic barriers to academic success. Historic circumstances rooted in Oregon’s anti-Black past that persist today and contribute to the achievement gap include:

**Lack of Access to Educational Resources:** Inequitable funding and resource distribution often place Black students in disadvantaged learning environments.

- **Teacher Disparities:** Schools with high concentrations of Black students are more likely to have less-qualified, less-experienced, and less-stable teaching workforces.
- **Course Access:** Black students are less likely to have access to a full range of college-ready courses, such as Advanced Placement (AP) or Gifted and Talented programs, even when offered at their schools.

**Racial Bias and Lower Expectations:** Implicit or explicit bias from teachers and administrators also undermine student success:

- **Implicit Bias:** Unconscious biases can influence how teachers perceive and react to Black students' behavior and academic potential, often resulting in more severe discipline.
- **Lower Expectations:** Research shows evidence of systematic bias in teacher expectations, with non-Black teachers sometimes holding lower academic expectations for Black students compared to Black teachers. This can affect the rigor of feedback and curriculum offered.

**Segregation and Isolation:** Though legally desegregated, many schools remain segregated de facto due to housing discrimination and school districting practices.

- **Racially Isolated Schools:** Black students are often concentrated in schools that are racially isolated and located in under-resourced communities, which concentrates and reinforces the effects of systemic disadvantage.
- **Tracking and Curriculum:** Even in integrated schools, Black students are disproportionately placed in lower-track, non-academic classes with less-challenging material and less-qualified teachers.

In 2015 the Oregon Legislature enacted House Bill 2016—codified as ORS 329.841—to begin to address these systemic barriers and improve academic outcomes. This legislation directs the Oregon Department of Education (ODE) to develop and implement a statewide education plan for African American/Black students who are in early childhood through postsecondary education programs.

*“I enjoy the events, field trips, and being able to see my mentor/advisor. She is very helpful and brings us snacks and engages in our conversations. She is also [sic] looks like us and I look up to her. She supports us a lot.” – AABSS Student Success Plan Participant*

## African American/Black Student Success Plan Overview

As stated in ORS 329.841, the African American/Black Student Success Plan shall address:

- The disparities experienced by African American/Black students in every indicator of academic success, as documented by the department’s statewide report card;
- The historical practices leading to disproportionate outcomes for African American/Black students
- The educational needs of African American/Black students from early childhood through post-secondary education by examining culturally appropriate best practices in this state and across the nation.

The plan must provide strategies to:

- Decrease the disproportionate rate of disciplinary incidents for African American/Black students compared to all students in the education system
- Increase parental engagement in the education of African American/Black students
- Increase the engagement of African American/Black students in educational activities before and after regular school hours
- Increase early childhood and kindergarten readiness for African American/Black students
- Improve literacy and numeracy levels between kindergarten and grade three for African American/Black students
- Support African American/Black students transitions to middle school and through the middle and high school grades to maintain and improve academic performance
- Support culturally responsive pedagogy and practices from early childhood through post-secondary education
- Support the development of culturally responsive curricula from early childhood through post-secondary education
- Increase attendance of African American/Black students in community colleges and professional certification programs
- Increase attendance of African American/Black students in four-year post-secondary institutions of education
- Align the plan with similar statewide education plans developed and implemented by the Department of Education.

## Advisory Group

To ensure the Plan is continuously informed by the needs of African American/Black students, the legislation directed the Department to form an advisory group comprised of community members, education stakeholders, and representatives of the Early Learning Division, the Youth Development Division, and the Higher Education Coordinating Commission. The purpose of the advisory group is to advise ODE 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. Founding members of the HB 2016 advisory group included education leaders from across the state representing P–20 education, youth advocacy, health care, culturally specific community-based organizations, parent advocacy, and social justice organizations.

The advisory group meets monthly<sup>1</sup> 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. The Department will recruit new advisory members in 2026. When selecting advisory members, every effort is made to ensure that the composition of the advisory group reflects the diversity and intersectional identities of our students, families, and community interestholders.

The African American/Black SSP advisory group is an invaluable resource, not only for ensuring the Plan is reflective of the needs of the community it serves, but for advising ODE on Plan priorities and implementation. Over the past two years the AABSS program was without a dedicated coordinator. Though several other ODE staff filled in for the role to ensure continuity of support for grantees, the lack of a dedicated coordinator hindered the collaboration with the advisory group necessary for advancement of Plan implementation and revision. With the placement of a full-time, dedicated coordinator, new office leadership, as well as continued support from other OEDI staff, the Department is working with the advisory group to rebuild the collaborative partnership necessary to update and strengthen the African American/Black student success Plan to meet the needs of our students.

## Plan Development

The first advisory group convened in 2015 and was instrumental in the development of recommendations and strategies for the African American/Black Student Success Plan, which includes specific objectives and metrics, relevant accountability partners for each objective, and strategies to accomplish the objectives. To address the statutorily mandated strategies identified in Oregon Revised Statute 329.841, the African American/Black Student Success Plan includes the following objectives:

### Early Childhood through Kindergarten Objectives

1. Increase access to high quality, community-based early learning programs focused on providing culturally specific environments to prepare African American/Black children for kindergarten.

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<sup>1</sup> 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.

2. Increase the number of culturally and linguistically responsive educational and certification pathways for early learning providers reflective of African American/Black children in early childhood environments.
3. Build a consistent approach and aligned pathway between early childhood and K–3 education to promote enrollment of African American/Black early learners.
4. Build a culturally and linguistically congruent newcomer program for African students who have had little or no formal schooling in Oregon.

### **Kindergarten through Grade 3 Objectives**

1. Build a culturally and linguistically congruent newcomer program for African students who have had little or no formal schooling in Oregon.
2. Increase the number of Oregon school districts that recruit, hire, and retain African American/Black educators at a rate comparable to that of Oregon’s African American/Black student population.
3. Increase the amount of available culturally responsive curriculum in Oregon schools for African American/Black students.
4. Increase literacy outcomes by 6.8% per year and numeracy outcomes by 6.8% per year for African American/Black students

### **Grade 4 through Grade 8 Objectives**

1. Build a culturally and linguistically congruent newcomer program for African students who have had little or no formal schooling in Oregon.
2. Increase literacy outcomes by 6.8% per year and numeracy outcomes by 6.8% per year for African American/Black students.
3. Reduce the number of discipline incidents for African American/Black Students.
4. Increase attendance and reduce absenteeism rates for African American/Black students

### **Grade 9 through Grade 12 Objectives**

1. Build a culturally and linguistically congruent newcomer program for African students who have had little or no formal schooling in Oregon.
2. Reduce the number of discipline incidents for African American/Black Students.
3. Increase attendance and reduce absenteeism rates for African American/Black students.
4. Increase rate of freshman on-track for African American/Black students.
5. Increased graduation rates for African American/Black Students.

### **Post-secondary Objectives**

1. Build a culturally and linguistically congruent newcomer program for African students who have had little or no formal schooling in Oregon
2. Increased post-secondary enrollment rates of African American/Black students’ high school graduates and General Educational Development completers
3. Ensure that 90% of African American/Black students in post-secondary education institutions complete at least half the number of credits by their degree certificate

4. Ensure that 40% of African American/Black high school graduates complete an Associate's degree or certificate within 3 years; an additional 40% complete a Bachelor's degree within 6 years

In December 2025, the advisory group began review of the Plan objectives. Working with the advisory group, the Department will publish an updated Plan in late 2026.

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## Aligning Student Success Plans

The Oregon Department of Education's Student Success Plans establish goals and a set of strategies to improve educational outcomes and close the achievement gaps 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 and Immigrant/Refugees. The Student Success Plans include investments in community-based organizations, school districts, early learning providers, education service districts, Tribal governments, and higher education partners.

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. In 2023, the Oregon Legislature passed Senate Bill 2275 requiring applicants for Student Investment Account grants to take recommendations from Student Success Plan advisory groups into consideration when planning for local implementation.

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

- 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.

## 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.

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. 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. We regularly gather feedback from grantees and advisory group members to inform our processes to ensure we are collecting relevant and reliable data without undue burden on grantees. 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:

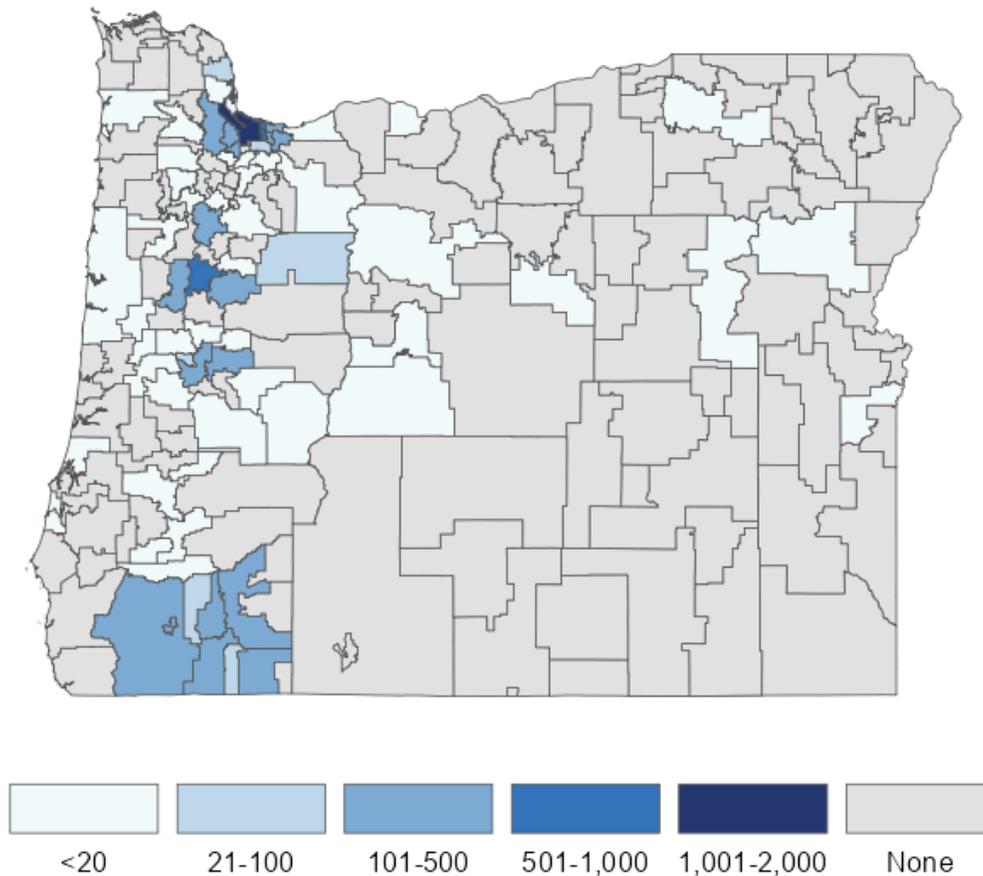
- ODE's Equity Strategic Plan
  - Student Investment Account, including:
    - SIA District Plans;
    - SIA Intensive Coaching Program; and
    - Status updates on district MOUs with SSP partners in SIA Reporting
  - The Early Literacy Success Initiatives
  - The EAC's Grow Your Own Program
-

*“One thing I enjoy at [Grantee Organization] is that we go on field trips and get food. And, they help me get my grade up to an A.”*  
– AABSS Student Success Plan Participant

## Grant Program Updates: 2023–2025

### Communities Served by African American/Black Student Success Plan Grant Program Initiatives

**Map 1. Number of Students Served by AABSS Grantee in the 2023–25 Biennium**



A map of Oregon school districts showing the number of students served by AABSS grantees during the 2023–25 biennium. In 51 districts, grantees served fewer than 20 students; in 7 districts, between 21 and 100 students; in 17 districts, between 101 and 500 students; in 3 districts (David Douglas SD, Greater Albany SD, Parkrose SD), between 501 and 1,000 students; and in 1 district (Portland SD), between 1,001 and 2,000 students.

## Investment Impacts

**AABSS grantees support a diverse, culturally rich, historically marginalized student population, by fostering resilience, engagement and strong academic outcomes through targeted programs.**

Collectively, in the 2023–25 biennium:

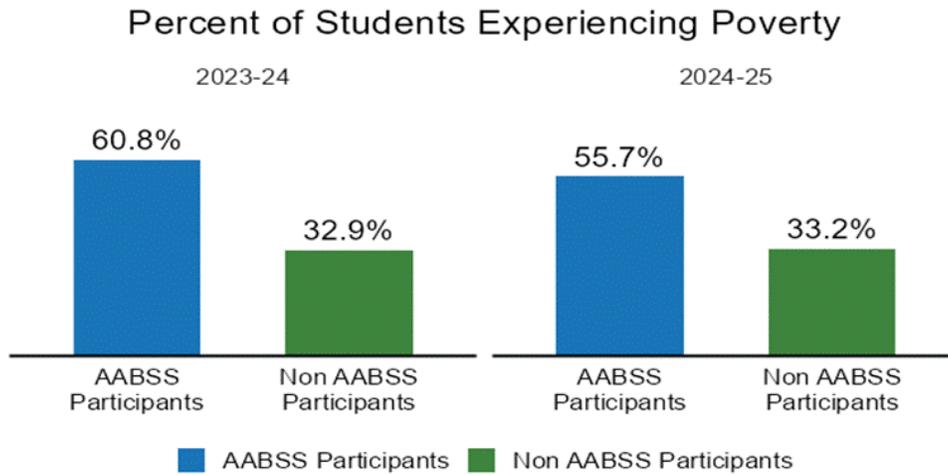
- AABSS grantees served a total of 9,562 students across 79 school districts, with 74% of students served identifying as Black or African American.
- AABSS Grantee served students represented rich linguistic diversity with 110 unique home languages reported. This included languages such as English, Somali, Spanish, Swahili, Maay-Maay, Arabic, Oromo as well as American Sign Language.

While this linguistic diversity should in theory support student achievement ([Hartanto, Yang, and Yang, 2018](#)), AABSS program participants were more likely to experience obstacles to academic success:

- Fifty-eight percent (58%) of AABSS program students experience poverty, nearly double that of non-AABSS participants (33%; [Figure 1](#)).
  - In 2024–25, AABSS grantee program students experienced poverty at a rate higher than their non-participating peers. For 9 grantees, more than 70% of their students served were navigating poverty, including 1 grantee where nearly all (92%) program students were impacted ([Figure 2](#)).
- Seventeen percent (17%) of AABSS participants are current English Learners compared to 12% of Non AABSS participants.
- Fifteen percent (15%) of AABSS participants experienced at least one exclusionary discipline action, 2.1 times the rate of Non AABSS participants (7%).

It is important to note that the students served by the AABSS grant represent a targeted population that is not selected at random. This distinction highlights the unique needs of the students served, recognizes progress grounded in context, and demonstrates the impact of AABSS grantees on addressing those needs.

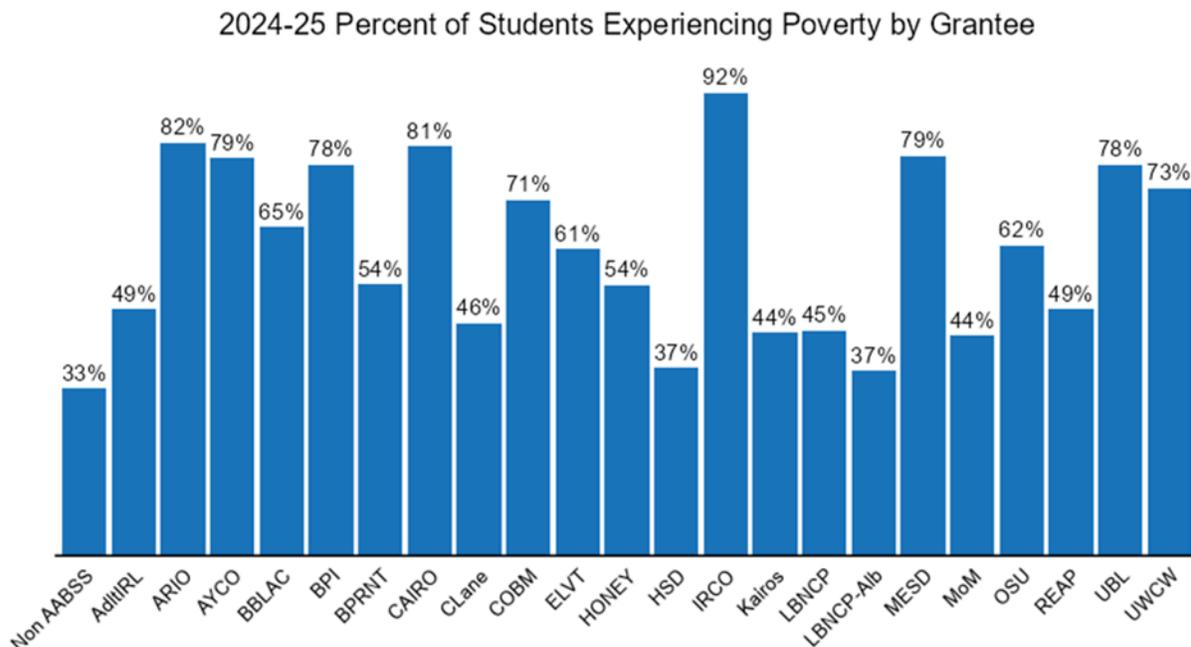
**Figure 1. Percent of Students Experiencing Poverty by Participation in AABSS Program**



Source: ODE SEP

Note. In 2023–24 and 2024–25, AABSS program students experienced poverty at nearly double the rate compared to non-AABSS participants (2023–24 and 2024–25 average of 58% for AABSS participants compared to average of 33% for non-participants). Students Experiencing Poverty (SEP) is defined as students who meet one or more of the following qualifications: participating in SNAP, participating in TANF, foster students, homeless students, and/or migratory students.

**Figure 2. 2024–25 Percent of Students Experiencing Poverty by AABSS Grantee**



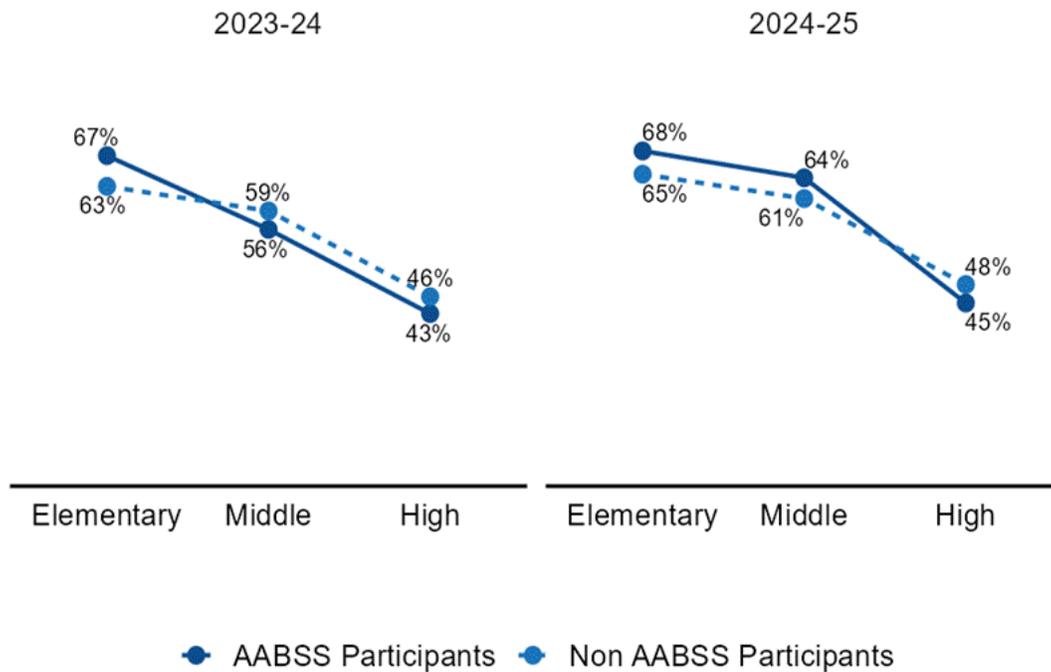
Note. All students served by AABSS grantees in 2024–25 experience poverty at a higher rate than their non-AABSS peers. For 9 grantees, more than 70% of their students served were navigating poverty, including 1 grantee where nearly all (92%) program students were impacted.

**AABSS Program Students Demonstrate Academic Success Despite Systemic Barriers**

Despite these systemic barriers, students in the AABSS programs showed strong academic potential and outcomes compared to their racial/ethnic peers. They were identified as Talented and Gifted (Table 1), attended schools (Table 2), and were on track to graduate by 9<sup>th</sup> grade at rates comparable to or higher than non-program participants.

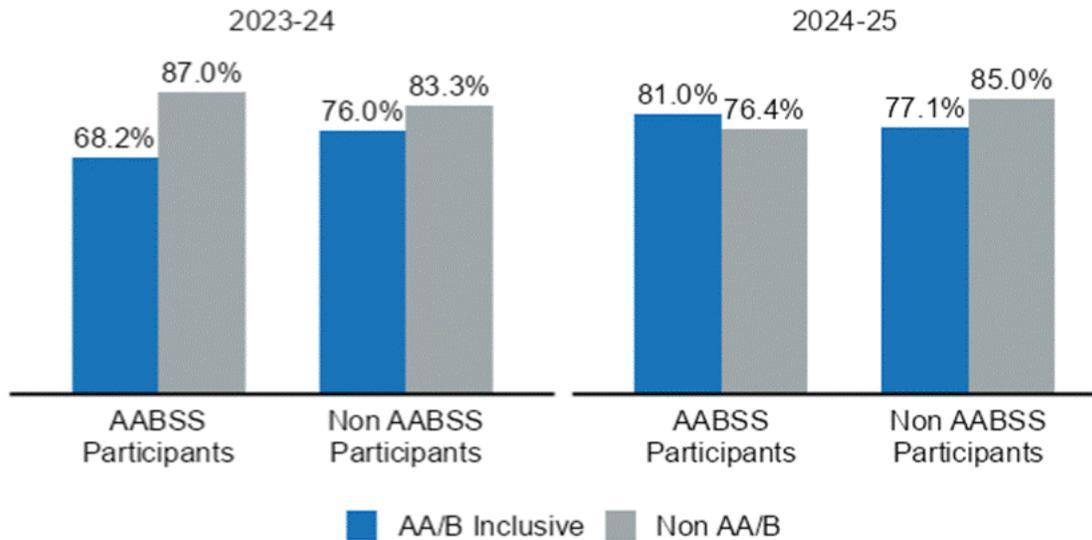
- Importantly, elementary-aged AA/B students served by AABSS grantees attended schools at higher rates than their non-program peers in both 2023–24 (67% vs. 63%) and 2024–25 (68% vs. 65%; Figure 3).
- Further, middle school AA/B grantee students also exceeded their peers in attendance during 2024–25 (64% vs. 61%; Figure 3).
- In 2024–25, 81% of AABSS program students who identified as AA/B were on track to graduate by the end of 9<sup>th</sup> grade compared to 77% of non-program students (Figure 4).

**Figure 3. 2023–25 Biennium Percent of AA/B Inclusive Students Regularly Attending Schools by Gradeband and Participation in AABSS Program**



Note. Elementary AABSS participating AA/B students attended schools at higher rates than their non-program peers in both 2023–24 (67% vs. 63%) and 2024–25 (68% vs. 65%). Middle school grantee students also exceeded their peers in attendance during 2024–25 (64% vs. 61%). Attendance was 56% vs. 59% for middle school AABSS participants vs. Non participants in 2023–24. High school attendance was 43% vs. 46% in 2023–24 and 45% vs. 48% in 2024–25.

**Figure 4. Percent of Students On-Track to Graduate by the End of Ninth Grade by Participation in AABSS Program**



Source: ODE 9th Grade On Track

Note. Bar chart showing 9th Grade On Track rates for AABSS vs. non-AABSS participants in 2023–24 and 2024–25, separated by AA/B Inclusive and Non AA/B students. In 2024–25, 81% of AA/B identifying grant program students were on track to graduate compared to 77.1% of AA/B students who did not participate in the grant program. For non AA/B students, 2024–25 on track rate was 76.4% for grant program students and 85% for non-program students. In 2023–24, AABSS participants showed 68.2% AA/B Inclusive and 87.0% Non AA/B; Non-AABSS program participants showed 76.0% AA/B Inclusive and 83.3% Non AA/B for 9<sup>th</sup> grade on track rate.

**Table 1. 2023–25 Biennium Talented and Gifted Identification by Student Success Plan Participation**

School Year	Student Success Plan Participation	Student Race/Ethnicity	Percent of Students identified as Talented and Gifted
2023–24	AABSS Participants	AA/B Inclusive	3.2%
2023–24	AABSS Participants	Non AA/B	8.1%
2023–24	Non AABSS Participants	AA/B Inclusive	3.5%
2023–24	Non AABSS Participants	Non AA/B	6.5%
2024–25	AABSS Participants	AA/B Inclusive	3.9%
2024–25	AABSS Participants	Non AA/B	5.6%
2024–25	Non AABSS Participants	AA/B Inclusive	3.8%
2024–25	Non AABSS Participants	Non AA/B	6.9%

**Table 2. 2023–25 Biennium Student Attendance by Student Success Plan Participation**

School Year	Student Success Plan Participation	Student Race/Ethnicity	Percent of Students Regularly Attending School
2023–24	AABSS Participants	AA/B Inclusive	55.4%
2023–24	AABSS Participants	Non AA/B	60.6%
2023–24	Non AABSS Participants	AA/B Inclusive	57%
2023–24	Non AABSS Participants	Non AA/B	66.2%
2024–25	AABSS Participants	AA/B Inclusive	58.3%
2024–25	AABSS Participants	Non AA/B	61.1%
2024–25	Non AABSS Participants	AA/B Inclusive	58.8%
2024–25	Non AABSS Participants	Non AA/B	67%

**AABSS Program Students Achieve Higher Graduation and Post-Secondary Enrollment**

Graduation and post-secondary enrollment outcomes should also be celebrated with AABSS program students graduating high school (Table 3) and enrolling in a post-secondary institution (Table 4) at rates higher than their peers.

- In 2023–24, 76% of African American/Black students in the AABSS program graduated high school, compared to 74% of their non-participating peers.
- Notably, six AABSS grantees had graduation rates that surpassed the statewide graduation rate of 81%. Among those, two grantees achieved above 90% graduation rates and two grantees where 100% of their student participants graduated from high school.
- Among 2022–23 graduates, 59% of AA/B students who engaged in the AABSS program successfully enrolled in a post-secondary institution within 12 months of graduation compared to 51% of non-participating peers.

These academic accomplishments reflect both student determination and the program impact of the AABSS Student Success Plan.

The tables and Figures below provide summaries of AABSS program participant outcome by student Race and Ethnicity to better reflect outcomes specific to the focal student group. AA/B Inclusive reflects any student who identifies as African American/Black (AA/B) only or in combination with any other race or ethnicity such as AA/B + Latinx and AA/B + Multiracial.

**Table 3. 2023–24 Four-Year Graduation by Student Success Plan Participation**

School Year	Student Success Plan Participation	Student Race/Ethnicity	Graduation Rate
2023–24	AABSS Participants	AA/B Inclusive	75.9%
2023–24	AABSS Participants	Non AA/B	74.4%
2023–24	Non AABSS Participants	AA/B Inclusive	74.4%
2023–24	Non AABSS Participants	Non AA/B	82.2%

Graduation and post-secondary enrollment outcomes should also be celebrated with AABSS program students graduating high school (Table 3) and enrolling in a post-secondary institution (Table 4) at rates higher than their peers.

**Table 4. Post-Secondary Enrollment within 12 Months of Graduation by Student Success Plan Participation**

School Year	Student Success Plan Participation	Student Race/Ethnicity	Percent of High School Graduates Enrolled in a Post-Secondary Institution within 12 Months of High School Graduation
2021–22	AABSS Participants	AA/B Inclusive	51.6%
2021–22	AABSS Participants	Non AA/B	57.1%
2021–22	Non AABSS Participants	AA/B Inclusive	49.8%
2021–22	Non AABSS Participants	Non AA/B	53.1%
2022–23	AABSS Participants	AA/B Inclusive	59.3%
2022–23	AABSS Participants	Non AA/B	44.3%
2022–23	Non AABSS Participants	AA/B Inclusive	50.9%
2022–23	Non AABSS Participants	Non AA/B	54.4%

**English Language Arts and Mathematics**

Despite grantee investment into after-school tutoring, and summer learning programs, African American and Black student achievement in English Language Arts and Math assessments continue to remain low. This highlights the need for a stronger education system with deeper investment in programs that serve our African American and Black students.

The achievements AA/B Plan students show in graduation and attendance in post-secondary education indicate the impact of Plan grantees' programming in an education system not aligned to AA/B students' educational, behavioral, or cultural needs. The wraparound programming supplied through AA/B Student Success Plan grantees provide students with teachers and adults who support and celebrate their identity. Grantees provide students with behavioral and mental health supports and strategies that build their sense of cultural pride, community, and resilience.

Creating a connection to school and after-school programs is the first step in improving student outcomes in numeracy and literacy. When children feel safe and welcome in their schools, they are capable of higher achievement.

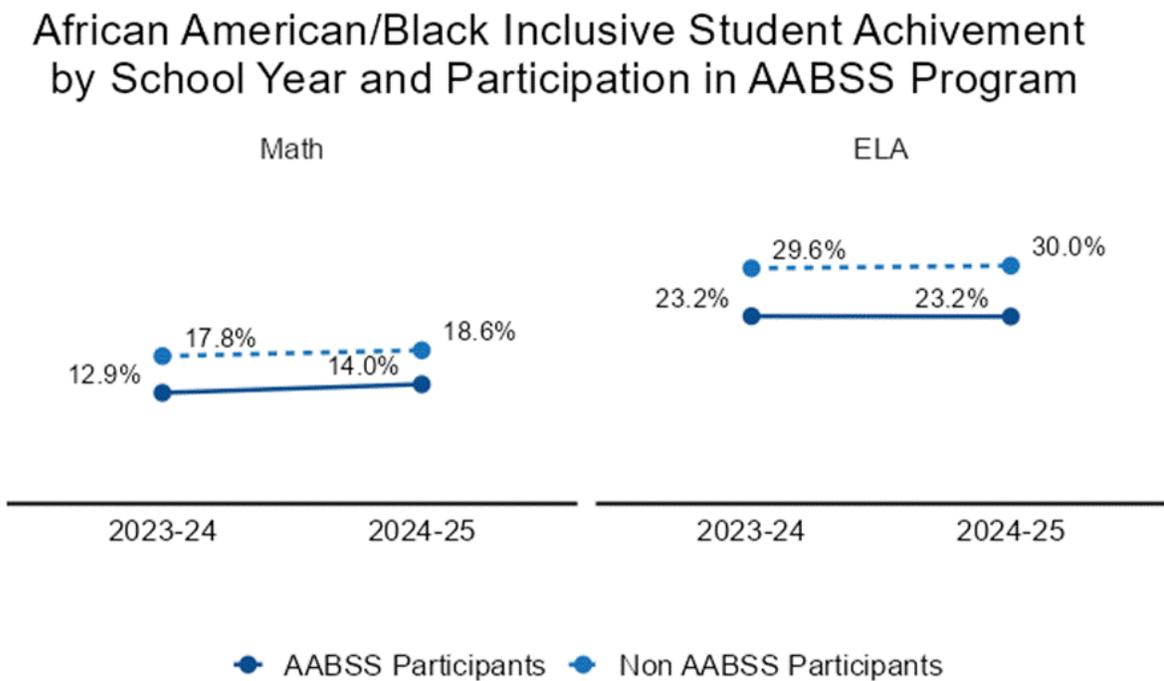
Statewide assessment data highlights the continued need for a stronger education system to support African American/Black identifying students. In 2024–25, proficiency rates among students served by the AABSS Program (23.2% ELA; 14% Math) and those not participating in the program (30% ELA; 18.6%

Math) remained below the statewide averages of 43% and 31.5% respectively. This pattern of lower performance was consistent in 2023–24 (Figure 5).

When looking more closely at assessment results by grade level, an encouraging trend emerged in 2023–24. Among 11<sup>th</sup> grade AA/B identifying students, those participating in the AABSS program performed better than their peers in both ELA (32.1% compared to 29.1%) and Math (13.4% compared to 8.8%). While this positive trend did not continue in 2024–25, it is important to note that the AABSS grantee cohort in 2024–25 were brand new, which may have contributed to the difference in performance observed across the two school years (Figure 6 and Figure 7).

At the elementary and middle school levels, AABSS Program students performed lower in English Language Arts and Math (Figure 6 and Figure 7) compared to their peers. However, it is important to acknowledge that AABSS participants also experience higher rates of educational disparities (poverty, English language learners, disproportionate exclusionary discipline action) than non-program students. Despite these systemic barriers, AABSS program students continue to demonstrate academic success in key areas such as graduation, postsecondary enrollment, attendance, and ninth grade on track rates.

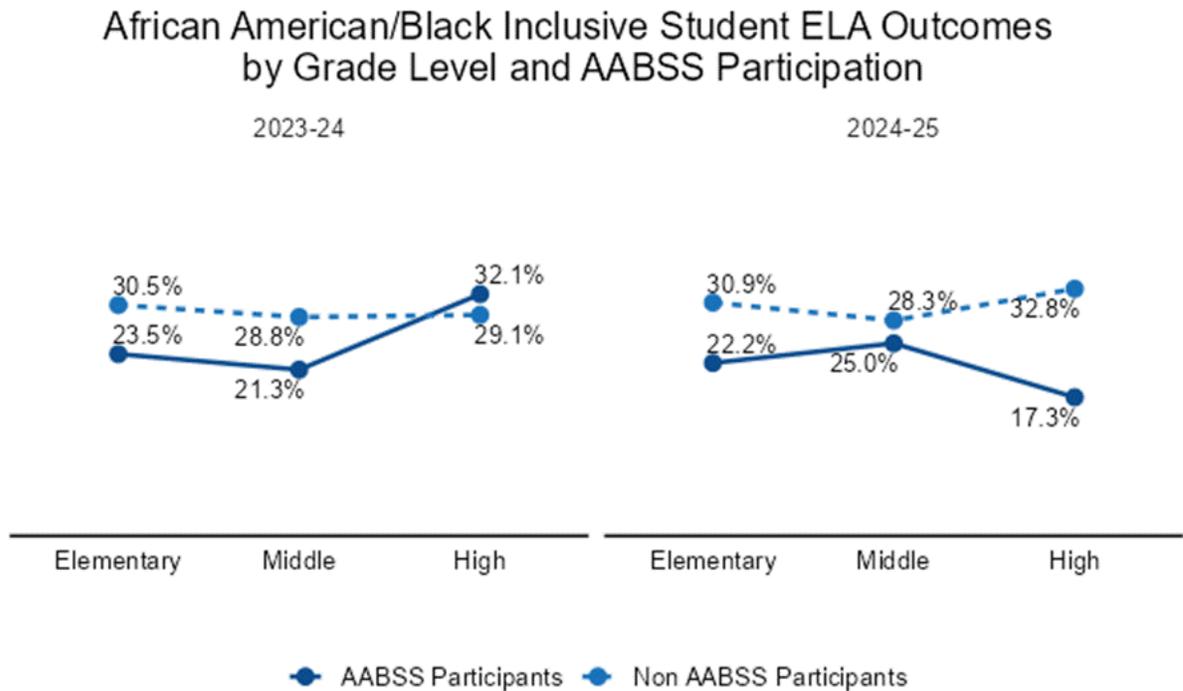
**Figure 5. 2023–25 Biennium English Language Arts and Math Assessment for African American/Black Students by Participation in AABSS Program**



Source: ODE Assessment

Note. In 2024–25, statewide assessment proficiency rates among students served by the AABSS Program (23.2% ELA; 14% Math) and those not participating in the program (30% ELA; 18.6% Math) remained below the statewide averages of 43% and 31.5% respectively. This pattern of lower performance was similar for 2023–24

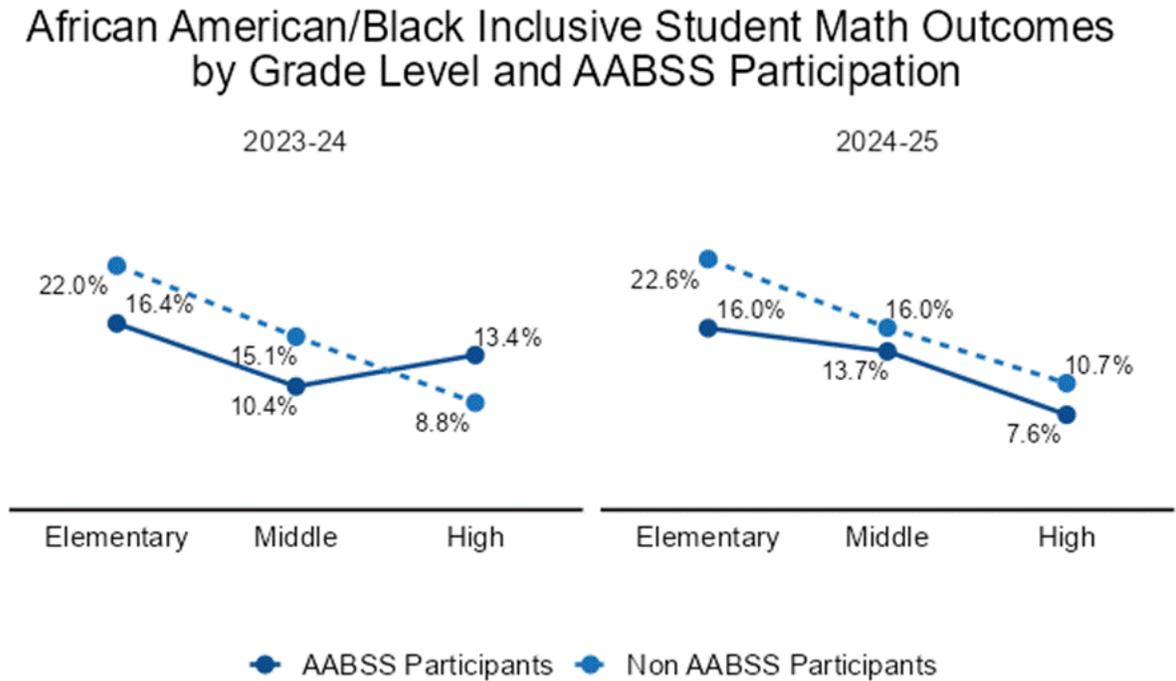
**Figure 6. 2023–25 Biennium English Language Arts Assessment for African American/Black Students by Grade Level and Participation in AABSS Program**



Note. ELA assessment for African American/Black identifying students separated by grade band level and participation in AABSS Program. An encouraging trend emerged in 2023–24 among 11<sup>th</sup> grade students, with those participating in the AABSS program performing better than their peers in ELA (32.1% compared to 29.1%). While the trend did not persist in 2024–25, differences in performance may reflect the introduction of a new AABSS grantee cohort in 2024–25.

*"I love my mentor! She is the best. She supports me and I appreciate everything my cultural navigator does for me and the other students. She is always helping us in our reading and math. She plays fun activities with us after school and we get to go on fun field trips." - AABSS Student Success Plan Participant*

**Figure 7. 2023–25 Biennium Math Assessment for African American/Black Students by Grade Level and Participation in AABSS Program**



Note. Math assessment for African American/Black identifying students separated by grade band level and participation in AABSS Program. An encouraging trend emerged in 2023–24 among 11<sup>th</sup> grade students, with those participating in the AABSS program performing better than their peers in Math (13.4% compared to 8.8%). While the trend did not persist in 2024–25, differences in performance may reflect the introduction of a new AABSS grantee cohort in 2024–25.

*“Spending time with people who look like me and also the support they provide to students hearing them and making them feel safe.”*  
 – AABSS Student Success Plan Participant

In addition, highlights from grantees’ 2024–25 programming include:

- **ARIO** supported at least 39 families 1:1 to address multiple concerns and barriers related to their child’s academic and behavioral success; provided parents with tools and education on how and when to advocate despite cultural norms not to question authority (many families are coming from political and societal places where violence against their family was the response to questioning).
- **Adulting IRL** trained 80 youth in their developmentally appropriate and culturally-specific suicide prevention and intervention training, #YouGoodFam.

- A mother of a participant from the **African Youth & Community Organization's (AYCO)** programming at David Douglas SD shared that before attending their engagement conference, she felt isolated and unsure how to support her child's education. After participating in the cultural orientation and hearing from other parents, she felt empowered to attend school meetings and communicate with teachers confidently. She has since become an active volunteer at her child's school and advocates for more culturally inclusive programming.
- The **Black Parent Initiative** provides full-spectrum support through their Sacred Roots initiative, from pregnancy through 18 months of breastfeeding. One participant went through the program and built the knowledge, confidence and community she needed to thrive as a new mother to ultimately return to Sacred Roots to be a doula herself. Today, she not only supports other families through their birth journeys, but also offers vital Haitian Creole translation services that allow expansion to other clients in the community.
- **Be-BLAC Foundation** reported that one parent, attending their first school cultural night (as part of Be-BLAC's Newcomer Support Program in partnership with Salem for Refugees), shared how meaningful it was to step inside their child's school. As a newly arrived grandparent raising their grandchild, they were nervous about navigating the event—but with support from SFR staff providing translation and guidance, they felt welcomed and proud to see their student's work on display. The experience built their confidence and opened the door to future school engagement.
- Through its STEM and environmental education-focused programming, **The Blueprint Foundation** leveraged AABSS funding to provide culturally relevant college and career skill development and mentoring to 76 middle and high school youth.
- **Center for African Immigrant and Refugee Organization (CAIRO)** SPACE (Schools, Parents and Communities Engaged) Agents provided case-managed in-school support to over 240 AAB students across Beaverton and Hillsboro. Agents supported youth through regular check-ins, behavioral interventions, academic advising, and family referrals. Through community events, SPACE Agents extended services beyond the classroom and into family homes. Events such as Camp Lutherwood and family wellness workshops helped reinforce relationships and care planning.
- **Connected Lane County** hosts a mentorship program. One pair included a staffer and a high school student with developmental disabilities who was also navigating a challenging family environment. The youth had not had a haircut in several years, and her hair was not in good condition due to a lack of care and support at home. While there have been ongoing difficulties engaging the youth's parent, CLC staff made steady progress in building trust with both the youth and the family. Her shared cultural background and consistent support have played a key role in creating a safe and affirming space for the youth to express herself and feel valued.
- **Coalition of Black Men** provided intensive after-school reading intervention for 16 Plan youth, including book report-writing tasks to support their in-school learning and assessment. In addition, professional mentors met with 70 youth at partner schools at least three times a week for the Lunch Buddy (LB) program, to help AAB students feel a sense of trust and belonging at school.
- **Elevate Oregon** offers students culturally responsive and trauma-informed socio-emotional health support. Mentors intercede regarding behavioral issues, educate students about healthy

ways to handle conflict, and accompany students to Student Assistance Team meetings with school administrators to reduce the rate of disparate discipline.

- **Hillsboro School District's** Elementary School Circle program successfully established weekly, gender-specific (including non-binary) restorative circles across multiple schools. Facilitated by trained leaders, these circles created safe spaces for 6–8 students per group to engage in structured sessions focused on open dialogue, emotional expression, conflict resolution, and relationship restoration.
- **H.O.N.E.Y. (Honoring Our New Ethnic Youth)** provided Developmental Assessments for 20 youth and Academic Assessments for 30 youth, in order to identify strengths and challenges (such as neuropsychological diagnoses, medical issues with the sight or hearing, or other barriers to success) and develop education plans or other supports/interventions to improve students' academic outcomes.
- **Linn Benton NAACP** provided professional development to approximately 60 educators at Corvallis School District and Lebanon Community Schools District. Teachers from both districts reported substantial learning about strategies to better promote academic success for Black students throughout the year. The Project Manager/PI is collaborating with district superintendents and professional development leaders across all service districts to develop a comprehensive "super calendar" that maps out all required teacher professional development days along with their scheduled topics. The goal is to seamlessly integrate DEI-related content into existing professional development frameworks, ensuring more consistent access to equity training while working within districts' established schedules and requirements.
- To address below-desirable reading, writing, and math scores, **KairosPDX** (a public charter school) implemented a small-group rotation model with targeted instruction designed to help students make progress in both math and language arts. The school increased services in social-emotional learning (SEL), behavior, and academics leading to science scores increasing from 26% to 50%, meeting state grade-level expectations, and regular attenders are up 6% (to 73%) from the previous year.
- **Multitudes of Mercies Foundation** initiated a "Black Parent Empowerment" workshop series consisting of monthly workshops for parents and guardians. Topics included navigating the school system, understanding educational rights, supporting learning at home, and advocating for children.
- **Multnomah Education Service District/ Bars to Bridges** program provides 1-on-1 Transition Specialists who provide individualized support from the point of entry in the juvenile justice system to educational attainment. The TS (re)connects students with their education and community no matter where they live in Oregon. They work directly with culturally specific organizations, school districts, administrators, and counselors to navigate the successful student re-entry into school. B2B also has regional relationships with juvenile justice system professionals, including culturally specific community resources, and education and training providers to make a tangible difference in the lives of youth and their families. 77.1% of participating youth did not obtain any new charges after working with the program. Additionally, 91.1% of participants remained consistently enrolled in school.
- **Oregon State University** hosted campus visits for over 1,000 students from the Portland metro area to the OSU campus for campus tours and provided workshops on essential college services

and financial aid, as well as hands-on STEM activities tied to career paths, college student panels, introductions to OSU cultural centers, lunch at a campus dining center and more.

- **REAP, Inc** served well over 500 African American/Black and Diverse (AABD) students across its Solutions, Reflections, Renaissance, Young Entrepreneurs Program (YEP), Journey Academy, and Behavioral Health Programs during the 2024–2025 academic year. Students received culturally specific academic support, mentoring, college and career exploration, and mental and behavioral health support delivered consistently two to four times per week.
- Advocates at **The Immigrant and Refugee Community Organization** connected with youth, families, and educators at least once a month to monitor and support students' progress. Advocates were stationed at schools at least one day per week to check in with teachers about each student's progress, sit in with students during school day classes, and check in on the students during their breaks between class periods or at lunch/recess.
- Through a partnership with fellow AABSS grantee CAIRO, **United Way of the Columbia-Willamette** SPACE Agents were embedded in school buildings across Beaverton and Hillsboro School Districts, where they provided culturally responsive support to 110 African American and Black (AAB) students and 240 students overall. Their services included regular student check-ins, academic tracking, behavioral support, referrals to community resources, and ongoing communication with school staff and families. Each SPACE student was monitored through a case management system, which helped us identify academic and social-emotional needs. SPACE agents connected students to resources through events like the Community Food Drive, STEM Museum Trip, University of Washington College Tour, and Health & Wellness Workshops. They played a key role in bridging the gap between schools and home.
- **Urban League of Portland** presented a session “The Power in My Roots” designed to help youth explore the deep connections between cultural identity, leadership, and personal empowerment. Through interactive activities and reflection, participants examined how their heritage, values, and lived experiences shape the leaders they are becoming. This session affirmed that the roots of leadership are found in culture, identity, and voice—reminding youth that they already carry the power, legacy, and vision needed to lead.

*“I enjoy the sense of community that [Grantee Organization] gives me. In addition to that, I am thankful for making new friends!” – AABSS Student Success Plan Participant*

## Looking Forward: 2025–2027 Biennium

### Impact of AY27 Funding Cuts

Many of the AABSS grantees expressed deep disappointment in the reduction of grant awards, especially in a time when the needs are so great. Some spoke to the increasing cost of transportation and how this reduction would limit their ability to provide services to students who do not live near their programs.

This is a very real issue in areas like southern and coastal Oregon. In these areas, all students are further apart and this distance is exacerbated when trying to provide services to African American/Black students who have a smaller population in any given area. Other grantees expressed disillusionment with the state once again asking them to do more with insufficient resources. Specifically, some grantees shared the following regarding the impact of the reduced award amounts:

- Each aspect of our program will move forward but reduced, and the number of African American/Black students served will be less. Our Summit camp may need to be non-residential or a day camp.
- We feel that we already volunteer a lot and are now being asked to volunteer more because we don't have enough funds to pay for the work.
- The reduction in funding "really destroys the spirit." Without adequate and sustained resources, the community responds to the call to action for African American/Black students but then must pull back. "It is deflating. There's more being asked but less to do it with."
- Less funding means an increased challenge reaching all the families in Jackson County. Transportation is a real cost as families are spread out in our region.
- We reduced administrative time, navigator positions, eliminated a key partnership, and will have less ability to respond to district partners, especially with their request to support cultural and language heritage efforts.
- We had prepared to ramp up our data collection efforts to see the impact our services have on student outcomes, but with fewer staff to support these efforts and less time with students, we will be back to providing the bare minimum.
- Because so many of the students we serve are low income, the loss of some afterschool programs resulted in loss of essential services for youth, contributing to food insecurity for students and their families.

## Sharing Community Wisdom: Resources for Oregon Open Learning

As described in the [System Improvements](#) section, 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 annual Resource Development Retreat (RDR) in order to make progress on the draft resources that will be completed and published to an [Oregon Open Learning collection](#) in 2028.

Some of the resources proposed by grantees are:

1. Culturally Responsive Suicide Prevention Curriculum
2. Leadership Resources for Youth
3. Culturally-Specific Early Literacy Workshop Series
4. Wrap Around Community Success Resource
5. Culturally-Responsive Parent Communications Guide for Schools
6. Web-Based Community Coordination Hub
7. Legacy Builders Mentorship Framework
8. Black Youth Leadership Guidebook

9. Character and Life Skills Curriculum
  10. Mindfulness & Connection Circle Guide
  11. AABBS Family Partnership Toolkit and Youth Leadership Resource
  12. HBCU Info Packet for Rural Students
  13. Ancestry Acknowledgement: Community Resilience and Cultural Empowerment Tool
  14. Culturally Responsive modules, Early learning & k–5 Activity Guides, Cultural literacy tool kits
  15. Pushout Documentary and Book Event Plan
  16. College Readiness Pathways Resource Guide
  17. Culturally Specific College and Career Prep for Students
  18. W.I.S.E. Programming Model: Youth (W)itness natural areas and ecosystems, (I)nvestigate environmental issues, (S)olve problematic environmental impacts, and (E)ducate their community
  19. Family Engagement Resource
  20. Culturally Responsive Pyramid Model Toolkit
  21. Urban League of Portland History
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## Appendix A: Plan Timeline

*Below is a timeline of the key milestones of the African American/Black Student Success Plan from inception to the present time.*

**2015** The legislature created the African American/Black Student Success Plan [House Bill 2016] and the Advisory Group convened.

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### **2015–2017** First Grant Cycle: Cohort 1A: 4 grantees

Cohort 1A: Request For Applications process selected 4 grantees, primarily located in the Portland metro area.

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### **2017** Adoption of the first African American/Black Student Success Plan

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### **2018** Second Grant Cycle: Cohort 1B: 9 grantees

Cohort 1A: Renewal of original 4 grantees

Cohort 1B: Request For Applications process added 5 grantees (additional community-based organizations and local education agencies; expanded geographic reach to southern Oregon and Lane county)

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### **2019** Legislative Session: Student Success Act

The Oregon legislature provided additional \$3.8 million for the grant program through the Statewide Education Initiatives Account of the newly established Student Success Act. The additional funding resulted in a total of \$10 million in grant-in-aid funding for the 2019–21 biennium and allowed the Oregon Department of Education to extend the grant program to new recipients.

### **2019–2021** Third Grant Cycle: Cohort 1A, 1B & 2: 12 grantees

Cohort 1A & 1B: Renewal of 9 grantees

Cohort 2: The Request For Applications process added 3 new grantees from the early learning area. The grant application prioritized birth-to early learning, higher education as well as central and eastern

Oregon in order to complete the grade cluster and population continuum per the African American/Black Student Success Plan and as recommended by the Advisory Committee.

The Oregon legislature provided \$6,495,804 in general funds and \$7,947,660 in other funds from the Statewide Education Initiatives Account of the Student Success Act to support Plan implementation and the grant program. New Request For Applications: All current grantees were required to re-apply (Cohorts 1A, 1B, and 2)

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## 2021 External Evaluation

An [external evaluation](#) of AABSS program initiatives is conducted by NPC Research. Qualitative and quantitative analyses produced the following recommended objectives for ODE and the AABSS Advisory Group to address:

- Increase awareness of the AABSS Plan among education stakeholders.
- Develop protocols for school and district collaboration with grantees.
- Build grantee capacity to collect and use data.
- Establish learning collaboratives.
- Strengthen implementation of the AABSS Plan along the pathway from early learning to postsecondary education.
- Pursue system level changes.

## 2021–2023 Fourth Grant Cycle: Cohort 3: 14 grantees

9 previously awarded grantees selected

5 new grantees added

Expanded geographic service area

The Oregon Department of Education worked closely with the new cohort of grantees to monitor their progress, including launching grantee data collection (as recommended by evaluators) to match student participants in AABSS grantee programming with academic progress data tracked by ODE to understand areas of success and to inform where additional support and investment is needed.

In the spring of 2023, the Oregon Department of Education worked with the grantees to renew their funding for an additional year, which was ultimately extended to 15 months to align with the start of awards for the next cohort.

No additional funds were awarded for the 2023–2025 biennium beyond an inflation increase for current service levels for a total of \$19,737,490.

## 2023–2025 Cohort 3, Year 2 and Cohort 4, Year 1 (21 Grantees; Fifth Grant Cycle)

In October 2024, a new cohort of grantees was awarded. This new cohort was awarded under the first SSP uniform request for applications (RFA), wherein all Student Success Plans in the Office of Equity,

Diversity, and Inclusion released RFAs with the same application content and grant requirements, customized to each Plan's OARs and the needs of Plan students, but standardized in process and requirements. These were also the first 4-year cohort, ensuring grantees the ability to develop and grow programming as well as develop free and open resources on using the SSP strategies, to be posted to Oregon Open Learning in 2028. As the Department seeks to continuously improve the Student Success Plan grant process, the uniform RFA with multi-year/cross biennial awards is one step. Additional steps include ongoing review and improvement to grantee oversight and monitoring; expanding the support and technical assistance provided to grantees; collaboration among grantees statewide through the Grantee Community of Practice (CoP); collaboration among plan coordinators, the SSP grant lead, and grantees in both tracking progress on objectives and scaling Student Success Plan strategies through offering resources on implementation to educators across the state.

The 2024–2028 cohort of 21 grantees includes 18 community-based organizations, one school district, one public charter school, one Education Service District, and one post-secondary institution of education. Eight of the 2024–28 grantees were also grantees in the previous cohort, and roughly half of the 2024–2028 cohort is new to the AABSS grant program.

## Appendix B: 2023–2025 Grantee Funding

African American/Black Student Success grantees for the 2023–2025 biennium included two cohorts: 2021–2023 grantees who applied for and received a 15-month extension grant in 2023–2024, and grantees funded through the 2024–2028 Request for Applications (RFA).

Grantee	2023–2024 Award	2024–2025 Award	2025–2027 Original Award	2025–2027 Revised Award
Adulting IRL	N/A	\$439,162.22	\$1,029,795.01	\$322,028.34
African Refugee Immigrant Organization	N/A	\$592,793.73	\$1,029,274.98	\$322,007.84
African Youth and Community Organization	\$764,174.40	\$596,087.84	\$1,029,108.48	\$322,001.28
Airway Science for Kids	\$617,800.00	N/A	N/A	N/A
Be-BLAC Foundation	N/A	\$167,739.80	\$381,596.49	\$281,443.09
Black Parent Initiative	\$455,405.58	\$417,681.46	\$759,389.36	\$311,371.38
Blueprint Foundation	N/A	\$573,039.08	\$1,028,446.16	\$321,975.18
Center for African Immigration and Refugees (CAIRO)	\$506,734.90	\$596,687.74	\$1,029,785.15	\$322,027.95
Coalition of Black Men	\$313,335.51	\$581,098.53	\$1,029,419.84	\$322,013.55
Connected Lane County	N/A	\$518,877.32	\$959,622.03	\$319,262.75
Elevate Oregon	N/A	\$596,687.79	\$1,029,795.01	\$322,028.34
H.O.N.E.Y. Inc. (Honoring Our New Ethnic Youth)	N/A	\$596,687.79	\$1,029,795.01	\$322,028.34
Hillsboro School District	N/A	\$594,892.68	\$1,027,500.79	\$321,937.92
Immigrant and Refugee Community Organization	\$1,023,328.45	\$517,129.42	\$1,029,795.01	\$322,028.34
KairosPDX	N/A	\$596,687.79	\$1,029,795.01	\$322,028.34
Lane ESD	\$511,828.01	N/A	N/A	N/A
Linn Benton NAACP	N/A	\$596,687.79	\$1,029,795.01	\$322,028.34
Multitudes of Mercies Foundation	N/A	\$126,497.82	\$281,443.09	\$281,443.09
Multnomah ESD/Bars to Bridges	\$965,228.00	\$500,753.05	\$1,029,795.00	\$322,028.34
Oregon State University	\$200,210.00	\$336,285.28	\$884,061.37	\$316,284.83
Portland Opportunities Industrialization Center	\$732,735.99	N/A	N/A*	N/A*
REAP, Inc.	\$1,032,500.00	\$596,684.21	\$1,029,788.84	\$322,028.09
Self Enhancement Inc	\$712,681.72	N/A	N/A	N/A
Southern OR ESD	\$375,746.41	N/A	N/A	N/A

Grantee	2023–2024 Award	2024–2025 Award	2025–2027 Original Award	2025–2027 Revised Award
United Way of the Columbia-Willamette	N/A	\$596,686.96	\$1,029,693.35	\$322,024.33
Urban League of Portland	N/A	\$596,687.79	\$1,029,795.01	\$322,028.34
Washington County (Early Learning Hub)	\$924,364.04	N/A	NA*	NA*
<b>TOTAL</b>	<b>\$9,136,073.01</b>	<b>\$10,735,536.09</b>	<b>\$19,737,490.00</b>	<b>\$6,662,048.00</b>

\* While no longer a prime recipient of AABSS funds, this organization is a partner of a recipient in the 2025-2027 biennium.

## Appendix C: 2024–2028 Grantee Summaries

### **Adulding IRL**

**Counties Served:** Multnomah, Washington

Adulding IRL is a nonprofit peer-run organization whose mission is to reduce the rates of suicide behaviors among youth and young adults with a particular focus on the Black, Indigenous, People of Color (BIPOC), and Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ+) communities. Suicide behaviors include thoughts of suicide, planning suicide, attempting suicide, and death by suicide. By incorporating holistic practices such as workforce training and development, suicide prevention and intervention services, as well as culturally responsive consultations, Adulding IRL works to lessen the number of youth and young adults engaging in suicide behaviors each year.

### **African Refugee Immigrant Organization (ARIO)**

**Counties Served:** Multnomah

ARIO's Student Success Plan (SSP) grant project (2025–2027) is a multi-faceted initiative aimed at improving academic outcomes, emotional well-being, and school-family engagement for African immigrant and refugee youth in Portland. The project includes a Homework Club to enhance performance in core subjects, a Summer Reading Program to prevent learning loss, and quarterly facilitated discussions to support cultural identity and emotional resilience. A key component involves conducting individual meetings with families to discuss student goals, school involvement, and strategies for addressing academic or behavioral challenges, including language barriers. This personalized support helps parents better understand and engage in their child's educational journey. Additionally, ARIO will host annual cultural competency sessions with school staff to foster inclusive and collaborative school environments. Together, these efforts promote student success through culturally responsive education and strengthened community partnerships.

### **African Youth & Community Organization (AYCO)**

**Counties Served:** Multnomah

AYCO's SSP grant project is designed to enhance the academic success and overall well-being of African immigrant and refugee students in Oregon by aligning our culturally specific programs with the African American/Black Student Success Plan. The project focuses on key educational transition points from early childhood to postsecondary success—through a comprehensive approach that includes culturally responsive early learning, academic support in K–12, mentorship, college and career readiness, and robust parent and community engagement. By incorporating tutoring, wraparound services, summer programs, college workshops, and parent advocacy training, AYCO aims to close opportunity gaps and ensure students thrive academically and socially. Through strong partnerships, inclusive practices, and a deep understanding of the communities we serve, this project will build a more equitable education system and empower African immigrant and refugee families across the state.

### **Be-BLAC Foundation**

**Counties Served:** Marion, Polk

The BE-BLAC Foundation, in collaboration with key partners—including the Salem-Keizer School District, KROC Center, Marion-Polk Early Learning Hub, Salem for Refugees, and Chemeketa Community College—is launching a comprehensive Student Success Program to empower African American/Black students from early childhood through post-secondary education. This initiative dismantles systemic

barriers by delivering culturally responsive early learning interventions, robust academic support to enhance literacy, numeracy, and engagement, and targeted mentorship, tutoring, and college readiness workshops. Collaborations with local higher education institutions further expand access to advanced coursework, internships, and career pathways, ensuring smooth transitions from high school to college and the workforce. Ultimately, this transformative program will build a sustainable, supportive educational ecosystem that boosts academic achievement, nurtures cultural pride, and drives long-term economic empowerment for Black students in Oregon.

### **Black Parent Initiative**

#### **Counties Served:** Multnomah

Black Parent Initiative (BPI) is a culture-specific, community-centered organization that co-designs and collaborates with our families to ensure that we create innovative, culturally-relevant and sustainable interventions and opportunities to help them thrive. We use a culturally-responsive continuous improvement approach to monitor our progress and to ensure that we are delivering the services and support that our parents and communities need. Our program includes a continuum of services from pre-birth through the early childhood years and focuses on positive cultural identity development, parent education, and helping families assess their goals and identifying strategies for family success. Our comprehensive and connected services include:

- Sacred Roots Mobile Doula and Lactation Services: Matches pregnant women with culturally representative doulas and Lactation Counselors.
- Together We Can Home Visiting: Provides young parents with intensive, culturally specific home visiting services, group-based support, education, and community engagement.
- Black Family Connect: Provides educational resources, advocacy support, and community events.
- Sawubona: Improves relationships between families and schools and educators through culturally specific family engagement and advocacy training. We also provide literacy training and positive cultural identity development.

### **Center for African American Immigrants and Refugees (CAIRO)**

#### **Counties Served:** Multnomah

The Center for African Immigrants and Refugees Organization (CAIRO) is a culturally specific nonprofit dedicated to advancing educational equity and academic success for African and African American/Black students and families across Oregon. Through the Student Success Plan (SSP) Grant, CAIRO leads the SPACE Program (Students, Parents, and Communities Engaged), which operates in partnership with Portland Public Schools, Reynolds, Beaverton, David Douglas, and Hillsboro School Districts. The program provides culturally responsive tutoring, mentoring, family engagement workshops, and leadership development opportunities for students. CAIRO also supports educators through professional learning and facilitates literacy, STEM, and social-emotional enrichment activities that affirm identity and belonging. Together, these initiatives create inclusive, supportive school environments where African and Black students can thrive academically, socially, and emotionally.

### **Coalition of Black Men**

#### **Counties Served:** Multnomah

"Dream Bigger" is our mentoring enrichment program currently entering its 10th consecutive year while partnering with Portland Public Schools. We help students create a vision for their lives (education,

career choice, and lifestyle) based on 12 areas of focus. Our target population is young African American boys in middle school. However, no one is denied participation based on race, and girls are referred to our sister organizations. We served at least 60 youth each year in four schools for the past three school years. Fully funded, the program stands strong to meet the challenges ahead. The program's work focuses on cultural identity, academic excellence, career exploration, self-efficacy, and leadership through its full school year vision board development journey and supporting features.

### **Connected Lane County**

#### **Counties Served:** Lane

Connected Lane County and Eugene-Springfield NAACP will serve African American/Black and multiracial youth, ages 14 to 24, and families across Lane County. We will provide innovative pathways for youth to complete secondary education and postsecondary opportunities and use culturally competent curricula to promote the development of technical, professional, and life skills. The project creates opportunities for youth to receive support during critical transition periods. Activities provide exposure to diverse career paths through job shadows and industry tours, after-school programs, paid learning opportunities through Invention Lab and internships, one-on-one mentorship and social activities with peers and families, local Afro-Academic, Cultural, Technological and Scientific Olympics (ACT-SO) activities, and leadership development through a Black Youth Leadership Committee.

### **Elevate Oregon**

#### **Counties Served:** Multnomah

Elevate Oregon is an education-based organization devoted to closing the achievement gap for diverse youth in East Portland, with a focus on African American/Black student success. To improve outcomes for our students, we offer culturally responsive 1:1 mentoring on how to succeed both academically and personally. Elevate Oregon's on-campus college/career-focused programming includes visits from Portland professionals, in-class curriculum designed to get kids excited about their future, detailed instruction in job-seeking, guided college campus tours, and job site tours. Elevate's robust wrap-around services, including after-school and summer programming, keep kids safe and busy while school is not in session.

### **Honoring Our New Ethnic Youth (H.O.N.E.Y.)**

#### **Counties Served:** Lane

H.O.N.E.Y. Inc. (Honoring Our New Ethnic Youth) grant project focuses on holistic wellness through increasing opportunities for connection, community building and self-worth. The project will provide access to no cost cultural community events, access to positive activities with a focus on representation, and access to academic and developmental support.

### **Hillsboro School District**

#### **Counties Served:** Washington

The Hillsboro School District (HSD) African-American/Black (AA/B) Student Success Project directly serves AAB K–12th grade students through a partnership with REAP, Inc.; the Portland Opportunities Industrialization Center (POIC); the Latino Network's Resiliency through Opportunities and Access for Adolescents (ROSA) program; Shifted Theory; and Play Fit Fun, delivered at our four high schools, four middle schools, and with select engagement from our elementary schools. Our vision is to create a

city-wide K–12 educational community system where AAB students are fully supported, thriving academically, and embraced by a diverse network of educators, families, and peers that value diversity, anti-racism, and inclusion. Ultimately, our goal is to empower African-American/Black students to excel in their academic pursuits and to confidently pursue higher education and professional opportunities, knowing they have the unwavering support of their schools and community.

**KairosPDX**

**Counties Served:** Clackamas, Multnomah

KairosPDX is reshaping an educational system that has failed our increasingly diverse youth. Our approach to dismantling structural racism includes policy advocacy, professional development services, and hands-on learning through our flagship community school and family engagement programs that primarily serve Black children (ages 3–11) and their families. Our mission is to eliminate the prolific racial achievement and opportunity gaps by cultivating confident, creative and compassionate African American student leaders. We will focus our grant funding on direct student support to increase attendance, literacy, and numeracy in our charter school, the KairosPDX Learning Academy. We will also continue the important work of providing culturally responsive professional development to Oregonians through the creation of a new 2-day workshop, Practices and Resources for Rural Educators. This workshop provides rural educators of Black students with the tools needed to communicate with, engage, and cultivate empowering environments for students of color and their families.

**Linn Benton NAACP**

**Counties Served:** Benton, Linn

The Black Excellence Initiative is a comprehensive program serving Linn and Benton counties that enhances Black scholars' academic journeys through culturally affirming programs while strategically investing in family and community development. This collaborative effort establishes robust frameworks for academic achievement, cultural inclusion, and community engagement—representing a sustained commitment to equity founded on the understanding that prioritizing Black scholars' success strengthens the broader regional community. The consortium comprises Linn-Benton NAACP (Lead), KinCultivate, African American Youth Leadership Coalition, Corvallis School District, Greater Albany Public Schools, and Lebanon Community School District.

**Multitudes of Mercies Foundation**

**Counties Served:** Multnomah

The Multitude of Mercies Foundation's "Early Roots" project is a comprehensive initiative designed to enhance educational outcomes and equity for African American/Black children and families through a culturally affirming and multi-pronged approach. This grant expands early learning opportunities by increasing the capacity of the "Early Roots" preschool program to serve an additional 100 children, supporting kindergarten readiness through literacy, numeracy, and social-emotional learning. It launches the "STEM Explorers" program to inspire academic engagement among 150 students in grades 3–5 through culturally relevant STEM learning. A new mentorship program will connect high school mentors with elementary students to support leadership development and smooth educational transitions. The "Black Educators Pipeline" will cultivate the next generation of culturally responsive Black teachers by providing college scholarships, mentorship, and field experience. Finally, the project will foster strong school-family partnerships through monthly "Family Literacy Nights," which promote literacy and

community connection. Together, these activities address Plan’s statutory objectives to improve student achievement, engagement, and support systems.

### **Multnomah Education Service District/ Bars to Bridges**

**Counties Served:** All/Statewide

Bars to Bridges (B2B), a Multnomah Education Service District (MESD) program, provides culturally specific educational advocacy, mentorship, and career support to African American/Black justice system-involved and justice system-impacted youth and families across Oregon. Founded in 2016, B2B’s goals are to (1) reduce justice recidivism, (2) interrupt the school-to-prison pipeline, (3) increase school attendance, and (4) increase academic achievement through culturally responsive and trauma informed practices and relationships. The B2B model utilizes culturally responsive Transition Specialists (TS), who provide individualized support from the point of entry in the juvenile justice system to educational attainment.

### **Oregon State University**

**Counties Served:** Multnomah

The Pathways to OSU and Post-Secondary Success (POPS) program builds on established work and community relationships developed by Oregon State University’s (OSU) Precollege Programs, Access OSU, and the Dr. Lawrence Griggs Office of Black & Indigenous Student Success with community partners. The mission to increase: 1. access to authentic, culturally responsive, and co-created learning and activities 2. recruitment, retention, and postsecondary success of K–12 African/African American/Black/African Diaspora (AABD) students in the metropolitan Portland, Oregon, area and among African American/Black college students.

### **REAP, Inc**

**Counties Served:** Multnomah, Clackamas, Columbia

REAP’s focus is on culturally specific leadership opportunities & behavior health supports for AABD students before and after school. REAP will offer: culturally specific and responsive leadership programs and wraparound services to support student academic, emotional, and social success; culturally affirming activities and engagement with identity to improve sense of belonging; college and career exploration activities focused on increased attendance of AABD students in community colleges/four year institutions and professional certification program; student advocacy and youth advisory council work that will give students hands-on experience in how to advocate for their community, city, and state; mental health advocates and services for students and families to address trauma and promote healing. In addition, the REAP Ignite team will receive training to improve staff/student relationships and an understanding about culturally responsive pedagogy & practices, as well as resources to equip teacher/education leaders with skills to create equitable educational environments.

### **The Blueprint Foundation**

**Counties Served:** Multnomah

The Blueprint Foundation will provide African American/Black-identifying high school students with in-school mentorships and career readiness programming. Our team will work with various high schools in the Portland Metro area to collaborate on mentorship programming that provides Black-identifying

students with possible options, opportunities and direction to pursue the career of their choice.

**The Immigrant and Refugee Community Organization (IRCO)**

**Counties Served:** Multnomah

IRCO's Immigrant & Refugee Student Success Project will draw on our expertise and extensive network of immigrant and refugee communities in Oregon and partnerships with local school districts (e.g., Reynolds) to provide services to underserved Greater Middle Eastern (GME) and Slavic and Eastern European (SEE) immigrant and refugee students in K–12 grades. Priority will be given to youth who have lived in the country for less than 3 years, with a focus on Ukrainian and Afghan new arrivals, and will remain open to all SEE and GME students who are eligible for programming. Services will focus on the Portland Metro area.

**United Way of the Columbia-Willamette**

**Counties Served:** Washington

United Way of the Columbia-Willamette in partnership with the Center for African Immigrants and Refugees Organization (CAIRO) are launching a culturally responsive, data-informed initiative—guided by community-based participatory action research and a dedicated leadership council—to advance academic success for African immigrant and African American students. Rooted in equity-driven strategies, the initiative centers students' cultural identities and amplifies community voice. Key strategies include: early childhood engagement & multilingual access; culturally relevant learning and academic support; family and educator engagement; in-school advocacy; and wraparound services.

**Urban League of Portland**

**Counties Served:** Multnomah, Clackamas, Columbia

The Urban League of Portland's Youth Leadership Academy for Black Student Success initiative provides culturally specific programming designed to uplift and advance African American and Black youth in Oregon. Our work focuses on academic achievement, leadership development, and community engagement to help students build the confidence and skills necessary to thrive in school and beyond. Through school-based workshops, mentoring, family engagement, and out-of-school leadership activities, such as our Youth Leadership Academy, we support Black students in navigating the educational system, strengthening their identity, and preparing for future success. Our mission is to create safe, empowering spaces where Black youth are seen, heard, and celebrated for their brilliance.