

Interim Immigrant/Refugee Student Success Plan

Phase I, 2024-2026

Senate Bill 1532



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Introduction

"I know we live in a state that understands that newcomers are important and valuable members of our communities and we want to support them and make them feel welcome." —Oregon community member

The **Immigrant/Refugee Student Success Plan** is designed to support the implementation of [Senate Bill 1532](#) and reflects Oregon's commitment to equity and educational excellence for all students. Oregon's schools are increasingly enriched by the diversity brought by immigrant and refugee communities, whose unique languages, cultures, and lived experiences are valuable contributions in building a more inclusive and thriving society.

Immigrant and refugee students face systemic barriers that impede their academic, social, and emotional success. Challenges such as language acquisition, cultural adjustment, discrimination, and economic instability create gaps in access to opportunities and outcomes.¹

Many arrive in Oregon schools after experiencing significant disruptions in their education, such as prolonged stays in refugee camps or limited access to schooling in their countries of origin. For example, a student who fled conflict may have missed years of formal education and needs specific academic interventions to bridge gaps.

Language barriers pose another significant challenge. English learners must not only master a new language but also navigate a curriculum taught in a new language. An immigrant student entering high school in Oregon, for instance, might struggle to keep up with math or science lessons due to language limitations, even if they have strong skills in these subjects.

Cultural adjustment is another critical hurdle. Students may face culture shock as they adapt to

new social norms, values and expectations. For example, a newcomer might feel isolated in a school setting where customs around gender roles or classroom participation differ greatly from their previous experiences.

Additionally, these challenges can be compounded by trauma experienced in their countries of origin or during the migration journey, underscoring the critical need for support. Many immigrant and refugee students carry the weight of trauma from war, displacement, or separation from loved ones. Without access to trauma-informed mental health support, these experiences can impact their ability to focus, engage and succeed in school.²

The Immigrant/Refugee Student Success Plan (IRSSP) aims to meet these challenges by creating pathways to academic achievement, nurturing cultural understanding and promoting emotional well-being. The IRSSP is a strategic effort to address the specific needs faced by immigrant and refugee students in Oregon and to provide them with the tools, resources, and support needed to thrive.

By centering the voices and experiences of immigrant and refugee students and their families, this plan envisions schools as spaces where every student feels valued, empowered, and supported to reach their full potential.³ This is not only a moral imperative but also a vital step toward ensuring the long-term prosperity of Oregon's diverse communities.

¹ Bennouna, C., Brumbaum, H., et al. (2021).

² McBrien, J. L., & Day, L. (2021).

³ Morrison, S., & Bennett, A. (2006).

Executive Summary and Goals

“We hope this input will create tangible change and positively benefit students. A focus on mental health and reducing isolation will support many goals.”
—Oregon community member

The Immigrant/Refugee Student Success Plan outlines targeted strategies and actions to enhance student engagement and academic success across all levels of education. To increase participation in educational activities beyond regular school hours, the Plan emphasizes the importance of multilingual and multimodal communication of school and community resources, employing a Newcomer Specialist to support students, and providing reliable transportation solutions.

Improving attendance of immigrant and refugee students from early childhood through postsecondary education requires fostering affirming and welcoming environments. It also involves addressing the root causes of absenteeism such as expanding learning opportunities, offering intensive tutoring, and establishing [Community Schools](#). Additionally, actions to provide credit flexibility, including clear policies and resources for transferring credits earned abroad, mitigate obstacles for immigrant and refugee students, ensuring their prior academic achievements are recognized and valued.⁴

Building on the foundational strategies of creating safe, welcoming school environments and strengthening academic rigor, the Immigrant/Refugee Student Success Plan further emphasizes the importance of comprehensive support systems to address the multifaceted needs of students and their families. To enhance early childhood education and kindergarten readiness for plan students, the focus is on expanding access to low or no-cost early learning programs, increasing [Preschool Promise](#)


and supporting transitions through initiatives like the ODE "Family Conversations" pilot. This pilot led by ODE and the Department of Early Learning and Care (DELIC) facilitates early learning check-ins to ease transitions into kindergarten, and foster communication and support for educators and families. Improving literacy and numeracy levels among plan students involves explicit reading instruction, accessible materials, scaffolding, and the integration of technology to support comprehension and language proficiency.

Efforts to support smooth transitions from early childhood through high school focuses on building inclusive environments by combating discrimination, offering diverse dietary options, and engaging students in activities that align with their interests. Developing culturally responsive curricula from early childhood through post-secondary education involves increasing district capacity to fund English for Speakers of Other Languages (ESOL) endorsements, provide training and coaching, and highlighting effective practices.⁵

Reducing the disproportionate rate of disciplinary incidents—measured by suspensions and expulsions among student groups—involves implementing trauma-informed practice, establishing dedicated trauma-informed teams, embedding trauma-informed concepts into existing programs, and providing ongoing training. Promoting culturally responsive pedagogy includes expanding dual language immersion programs, recruiting proficient teachers, monitoring language proficiency, and offering online heritage language classes.

⁴ Maynard, B. R., Jager, J., & Choi, S. (2019).

⁵ Bennouna, C., Brumbaum, H., et al. (2021).

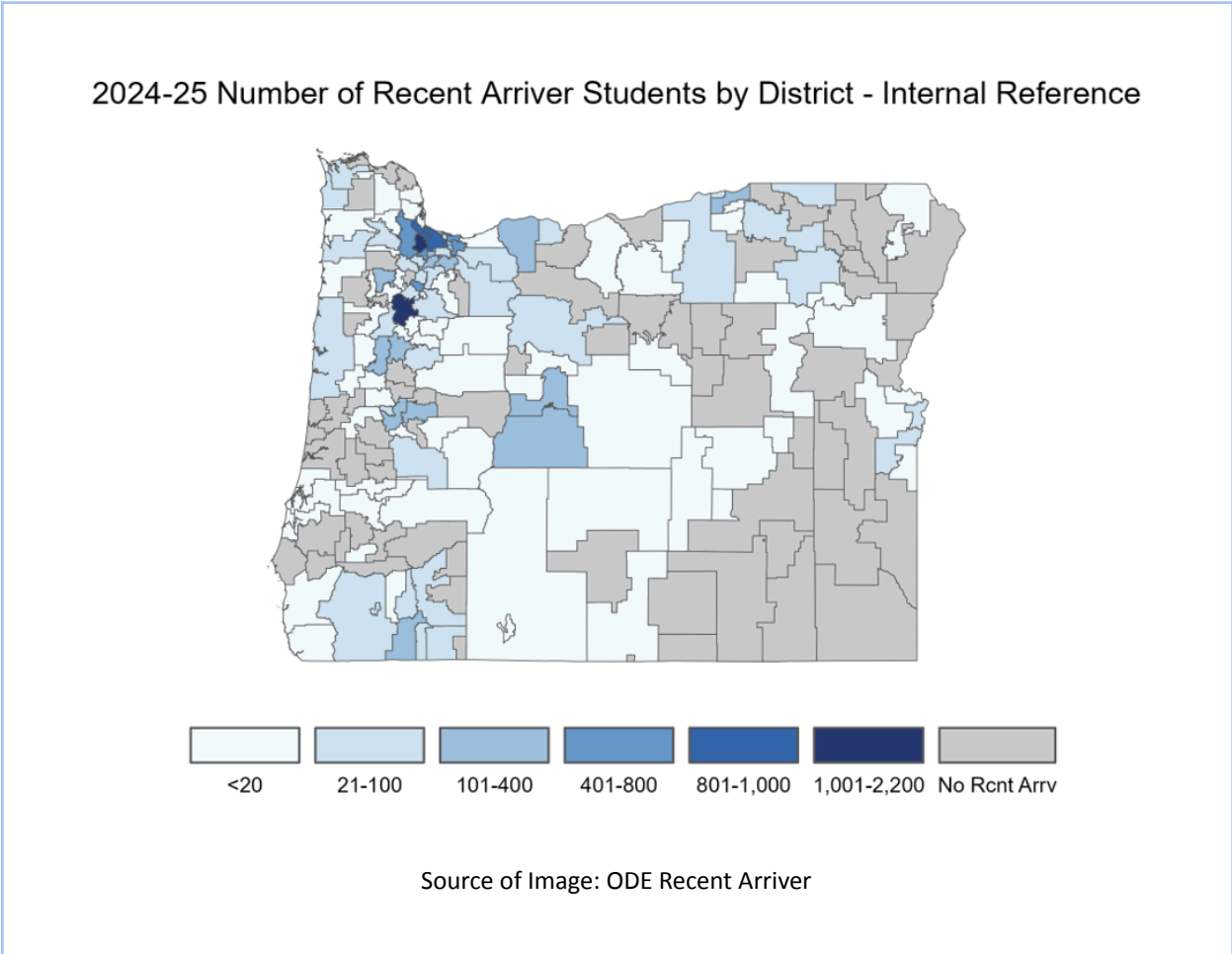


Strengthening parent, family, and community member engagement in the education of plan students centers on creating opportunities for them to actively contribute to their children's educational success—such as recruiting community liaisons, equipping them with resources, and integrating them into school systems—and securing their expertise to help evaluate students' heritage language proficiency for the Oregon State Seal of Biliteracy.⁶

Increasing access of immigrant and refugee students to community colleges and professional certification programs focuses on expanding low- or no-cost programs through the Oregon Promise, certifying Oregon Promise grant specialists, monitoring Oregon Promise grant recipient data, and developing performance measures for the grant program. Diversifying and expanding fifth year coursework by strengthening partnerships with community colleges and Community Based Organizations (CBOs), and expanding internship and apprenticeship opportunities are also key actions.

Finally, increasing attendance of plan students in four-year post-secondary institutions focuses on supporting families in applying to colleges and scholarships by creating a multilingual college and career readiness communication plan. This involves collaborating with CBOs to start readiness conversations early, to represent diverse student identities in various careers, to provide experiential learning opportunities, to strengthen partnerships with community colleges and universities for college credit acquisition, and to consistently share college and career information by individuals who reflect students' unique identities.

⁶ Miller, J., & Khatib, H. (2023).



Recent Arriver means a student aged 3-21 years old that was not born in any state or Puerto Rico and has not been attending one or more schools in any state for more than three full (cumulative) academic years. Oregon schools do not collect information on immigration status. ODE uses Recent Arriver data to monitor the progress of plan students.

Goal 1: Create a Safe and Welcoming School Environment

All students enrolled in K-12 public schools deserve a safe, welcoming, and inclusive environment that supports their academic and social and emotional well-being. This goal focuses on creating affirming school communities through culturally responsive practices, family engagement, and access to comprehensive resources.

WHY IT MATTERS: Creating a safe and thriving school environment is foundational for the success of Oregon’s immigrant and refugee students. Students often navigate unique challenges, including cultural transitions, language barriers, and the effects of trauma or displacement.⁷ Schools play a pivotal role in creating a sense of belonging and security, which research consistently links to improved academic engagement, mental health, and overall student success.⁸ A lack of inclusive environments can lead to absenteeism, disengagement, and heightened vulnerability to discrimination or bullying. In Oregon, immigrant and refugee students represent a growing and diverse population, allowing an opportunity for schools to adopt culturally responsive practices to increase effectiveness. Studies show that welcoming and affirming environments significantly increase student attendance, academic outcomes, and social and emotional well-being. For example, data from Oregon's [Student Success Act](#) indicates that when schools address systemic barriers—such as access to resources, language supports, and community integration—student engagement increases across all grade levels.

Successful examples of this approach include schools implementing wraparound services tailored to immigrant and refugee families, such as having Newcomer Specialists and after-school programs designed to build cultural connections. Additionally, districts prioritizing reliable transportation and multilingual communication see higher participation rates in extended learning and family engagement activities. These efforts highlight the transformative potential of a safe and inclusive environment for building connection and improving academic achievement among students. The Immigrant/Refugee Student Success Plan presents an opportunity and responsibility to ensure that every student feels valued and supported. **By prioritizing this goal, schools and districts can actively reduce systemic inequities, build community trust, and empower immigrant and refugee students to thrive both academically and personally.** This work is essential to fulfill the State’s promise of equity and excellence for all students.

⁷ Maynard, B. R., Jager, J., & Choi, S. (2019).

⁸ Guo-Brennan, M., & Brennan, M. (2019).

OBJECTIVE 1: Increase the engagement of plan students in educational activities before and after regular school hours.

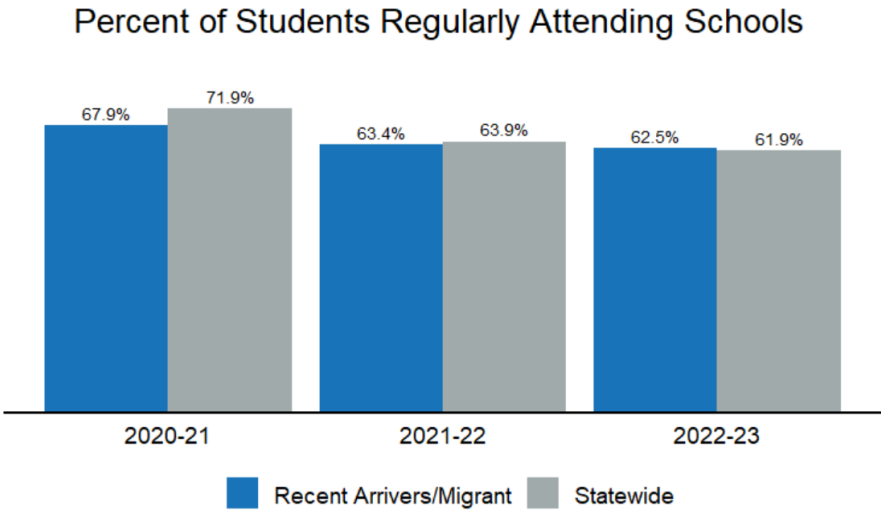
Strategies and Actions:

<p>Strategy 1: Effectively communicate school and community resources.⁹</p>	<p>Action 1a: Communicate with families in the languages of the school community through written, verbal, and visual formats to ensure effective messaging from schools and districts.¹⁰</p>
	<p>Action 1b: Create an automated comprehensive list of available immigrant and refugee resources in a format easily accessible to immigrant and refugee families, counselors, social workers, and school staff.¹¹</p>
	<p>Action 1c: Employ a Newcomer Specialist to facilitate wraparound services for immigrant and refugee students.¹²</p>
<p>Strategy 2: Facilitate reliable and consistent transportation to educational activities.¹³</p>	<p>Action 2a: Provide bus or metro passes, mileage reimbursement, or fuel cards to reduce barriers to participation in before and after school activities.</p>
	<p>Action 2b: Host family engagement events in closer proximity to marginalized members of the school community.</p>
	<p>Action 2c: Coordinate vehicle rental or charter transportation for travel to before school and afterschool activities.¹⁴</p>

⁹ Oregon Department of Education. Task Force on IRSSP. (2024). Task force discussion.
¹⁰ Oregon’s Kitchen Table. (2024). *Community engagement: Immigrant and refugee student success plan.*
¹¹ Oregon’s Kitchen Table (2024). *Community Engagement: Early Literacy in the Community and at Home.*
¹² Oregon Department of Education. Task Force on IRSSP. (2024). *Task force discussion.*
¹³ Oregon Department of Education. Task Force on IRSSP. (2024). *Task force discussion.*
¹⁴ Oregon Department of Education. Student Success Plan Grant Expenditure Guidance_2024-25.

<p>Strategy 2: Clarify and provide resources for credit flexibility.¹⁶</p>	<p>Action 2a: Provide guidance for the consistent implementation of verified placement tests or assessments in students' home languages to assess their previous educational experiences and determine their eligibility for transfer credits.¹⁷</p>
	<p>Action 2b: Offer research-backed training and professional development to school counselors, registrars, and other personnel handling international high school credits to ensure a consistent process for transferring credits earned abroad.¹⁸</p>
	<p>Action 2c: Collaborate with the State Board of Education to amend OAR 581-021-0210, providing clear guidelines for the transfer of credits earned internationally.¹⁹</p>

Progress Indicators:



Source: ODE Regular Attenders

Overall enrollment decreased in 2022-23 for Recent Arriver/Migrant students from 67.9% in 2020-21 to 62.5% in 2022-23. Statewide attendance has also decreased.

¹⁶ Oregon Department of Education. Multilingual and Migrant Education (2024). Collaborative Problem of Practice Discussion; Task Force on IRSSP (2024); *Transferring High School Credits Earned Outside of the United States* (2024).
¹⁷ Oregon Department of Education. (2024). *Transferring High School Credits Earned Outside of the United States*.
¹⁸ Oregon Department of Education. (2024). *Transferring High School Credits Earned Outside of the United States*.
¹⁹ Oregon Department of Education. (2024). *Transferring High School Credits Earned Outside of the United States*.

High School Graduation Year	Student Group	Post-Secondary Institution	Percent of High School Graduates Enrolled in a Post-Secondary Institution within 12 Months of High School Graduation
2021-22	Migrant	2 Year Institution	28.9%
2021-22	Migrant	4 Year Institution	14.2%
2021-22	Ever Recent Arriver	2 Year Institution	23.5%
2021-22	Ever Recent Arriver	4 Year Institution	28.3%
2021-22	State Level	2 Year Institution	24.4%
2021-22	State Level	4 Year Institution	28.5%

Source: National Student Clearinghouse

Note. Includes the percentage of graduates who enroll in a postsecondary institution within 12 months after their graduation. While informative, the post-secondary data has limitations, such as exclusion of trade school, military service and other post-graduation opportunities that students may engage in.

Metrics

The percentage of Ever Recent Arriver students enrolled in a post secondary institution post high school in 2021-22 is 23.5% for 2 Year institutions and 28.3% for 4 Year institutions. This percentage is comparable to the State average of 24.4% and 28.5% respectively. Migrant students are less represented in 4 Year Institutions with a percentage of 14.2%

*Ever Recent Arriver describes a student that was previously identified as a Recent Arriver. This student has completed more than three full (cumulative) academic years.

Goal 2: Increase Academic Rigor for Plan Students

All students in Oregon’s K-12 public schools deserve access to rigorous academic opportunities that prepare them for success. The approaches and objectives outlined in this goal emphasize increasing literacy, numeracy, and critical thinking skills while ensuring instruction is culturally and linguistically responsive.

WHY IT MATTERS: Access to rigorous academic opportunities is critical for ensuring the long-term success of immigrant and refugee students in Oregon. Plan students often face systemic barriers such as language acquisition challenges, interrupted formal education, and cultural differences in teaching methods. Research shows that early access to high-quality education, combined with targeted literacy and numeracy interventions, improves educational outcomes and closes achievement gaps.²⁰ By creating pathways to rigorous learning experiences, schools can foster resilience, confidence, and higher academic attainment for these students.

An example of such pathways is expanding early childhood education programs. This expansion helps establish strong foundational skills, ensuring immigrant and refugee students are ready for kindergarten. Data from Oregon’s [Preschool Promise](#) program demonstrates that culturally and linguistically responsive early learning programs increase student engagement and readiness for academic challenges. Similarly, strategies like scaffolding complex topics, providing explicit instruction, and leveraging students’ home languages in literacy and numeracy development have proven effective in improving academic performance for multilingual learners.²¹

This goal also underscores the importance of creating culturally relevant curricula that affirm students’ identities and connect learning to their lived experiences. Incorporating inclusive teaching strategies, providing professional development for educators, and using tools like validated placement assessments in students’ home languages ensure that academic rigor is accessible to all students. **By prioritizing these strategies, Oregon schools can empower immigrant and refugee students to reach their full potential, equipping them with the skills and knowledge needed for lifelong success.**

²⁰ Koehler, C., Schneider, J. Young refugees in education: the particular challenges of school systems in Europe. *Comparative Migration Studies*, 7, 28 (2019).

²¹ Record-Lemon, R.M., Chevalier, M., Mackenzie, M. et al. Transition Processes and Outcomes for Immigrant and Refugee Youth: a Narrative Review from a Goal-Directed Perspective. *Int. Migration & Integration* 22, 429–451 (2021).

OBJECTIVE 3: Increase early childhood education and kindergarten readiness for plan students.

Strategies and Actions:

Strategy 1: Increase early learning programs and opportunities that are low or no cost.²²

Action 1a: Amplify the role of regional Early Learning Hub staff members supporting Preschool Promise enrollment.²³

Action 1b: Facilitate the collaboration between Community Based Organizations (CBOs), Early Learning Hubs, providers, and resettlement agencies to increase and maintain Preschool Promise enrollment.²⁴

Action 1c: Provide feedback to the Oregon Department of Early Learning and Care (DELIC) in creating performance metrics for standards and monitoring protocols, aim to establish an ongoing cycle of quality improvement based on data.²⁵

Strategy 2: Expand “Family Conversations” (early learning transition check-ins led by ODE and DELIC and facilitated by schools) pilot to support families’ transitions into kindergarten.²⁶

Action 2a: Distribute information about the “Family Conversation” early, at various times, and through multiple channels to ensure both educators and families are well-informed about what to expect.²⁷

Action 2b: Enhance the support provided to educators for implementing “Family Conversations,” including offering guidance on how to respond to and follow up with families.²⁸

Action 2c: Utilize a “whole community” approach, with different types of school staff playing a role in welcoming families throughout the “Family Conversation” process.²⁹

²² Oregon’s Kitchen Table. (2024). Community engagement: Immigrant and refugee student success plan.

²³ Department of Early Learning and Care: Preschool Promise: Programs: State of Oregon. (2025, Jan). Preschool Promise

²⁴ Department of Early Learning and Care: Preschool Promise: Accountability Report. (2023, March).

²⁵ Department of Early Learning and Care: Preschool Promise: Accountability Report. (2023, March).

²⁶ Oregon’s Kitchen Table. (2024). Community Engagement Early Literacy in the Community and at Home.

²⁷ Oregon’s Kitchen Table. (2024). Community Engagement Early Literacy in the Community and at Home.

²⁸ Oregon’s Kitchen Table. (2024). Community Engagement Early Literacy in the Community and at Home.

²⁹ Oregon’s Kitchen Table. (2024). Community Engagement Early Literacy in the Community and at Home.

<p>Strategy 3: Establish a sense of belonging by reflecting students' languages, cultures, and values in early learning programs, classrooms, and school.³⁰</p>	<p>Action 3a: Commit to inclusive practices which affirm students' cultures, identities, and languages.³¹</p>
	<p>Action 3b: Ensure that students' cultures, identities, and languages are recognized and reflected in the curriculum, classroom materials, and extracurricular activities.³²</p>
	<p>Action 3c: Update discipline practices and policies, with immigrant and refugee community member feedback, with an emphasis on restorative approaches instead of exclusionary discipline.³³</p>

Progress Indicators:

2023-24 Percent of Students Regularly Attending Schools by Grade

Grade	Recent Arriver (%)	Non Recent Arriver (%)
KG	63	65
01	63	70
02	70	73
03	73	74
04	73	74
05	75	73
06	71	71
07	70	68
08	65	64
09	66	64
10	60	60
11	57	57
12	50	50

Source: ODE Regular Attenders

Metrics
Attendance of Recent Arriver students in 2023-24 for Kindergarten, 1st Grade, and 2nd grade is lower than the state average.

³⁰ Oregon’s Kitchen Table. (2023). Community Feedback 2023 Family Conversation Pilot.
³¹ Oregon Department of Education SEED Survey Research Briefs (2024, Dec) Student Sense of Belonging in Schools: Predictive Factors
³² Oregon Department of Education SEED Survey Research Briefs (2024, Dec) Student Sense of Belonging in Schools: Predictive Factors
³³ Oregon Department of Education SEED Survey Research Briefs (2024, Dec) Student Sense of Belonging in Schools: Predictive Factors

OBJECTIVE 4: Improve literacy and numeracy levels among plan students.

Strategies and Actions:

<p>Strategy 1: Implement high level language and literacy development for all students.³⁴</p>	<p>Action 1a: Provide explicit instruction when teaching reading strategies in elementary, middle, and high school.³⁵</p>
	<p>Action 1b: Adjust materials for accessibility. Maintain academic rigor by focusing on essential content without simplifying complex topics and maintain a rigorous English Language Proficiency Assessment (ELPA) level for each of the four ELPA Domains (reading, writing, speaking, listening). Implement and gradually withdraw scaffolding (e.g., visual, linguistic, and verbal aids) to provide students with challenging learning experiences paired with strong support.</p>
	<p>Action 1c: Provide students with sufficient opportunities to scaffold their comprehension by utilizing home language to express knowledge of new concepts.</p>
	<p>Action 1d: Clearly teach and engage students how and when to utilize tech tools when accessing and engaging with grade-level, content-specific literacy. Tools like speech-to-text for writing, text-to-speech for reading, and translation apps can ensure equitable access to the curriculum.</p>
	<p>Action 1e: Support English language proficiency by providing consistent opportunities for plan students to exhibit their reading, writing, listening, and speaking skills at a rigorous ELPA level for each of the four ELPA Domains.³⁶</p>
<p>Strategy 2: Implement teaching strategies to facilitate multilingual learner comprehension of mathematical texts.</p>	<p>Action 2a: Engage students by employing visual aids and manipulatives to link abstract symbols with concrete understanding.³⁷</p>
	<p>Action 2b: Incorporate flowcharts or concept maps to illustrate the structure of mathematical proofs or derivations</p>

³⁴ Oregon Department of Education. (2024). Identifying best practices and calculating the cost of a quality education.

³⁵ Oregon Department of Education. Task Force on IRSSP. (2024). Task force discussion.

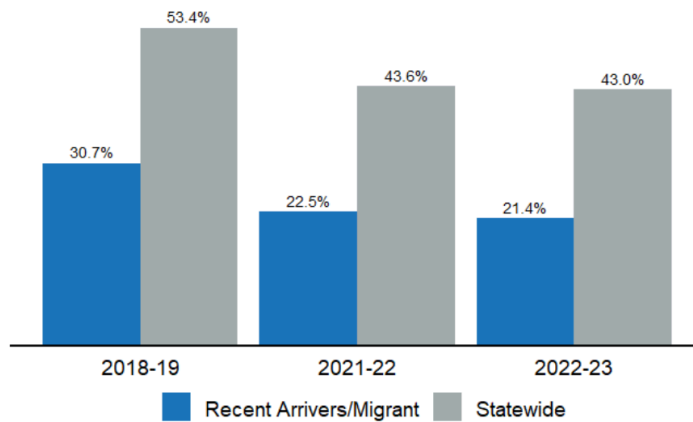
³⁶ Oregon Department of Education. (2024). On-Track to English Language Proficiency (OTELP) Validation Guide 2023-24.

³⁷ Oregon Department of Education. (2025). Adolescent Literacy Framework.

	and continue to focus on mathematical practices. ³⁸
	Action 2c: Gradually introduce mathematical symbols and their meanings to develop familiarity. ³⁹
	Action 2d: Include activities that enhance spatial reasoning and visualization skills. ⁴⁰
Strategy 3: Connect plan students' lived experiences and hopes for the future to core content curriculum. ⁴¹	Action 3a: Implement the Youth Participatory Action Research (YPAR) method for fostering positive youth and community development, where young individuals are trained to perform systematic research aimed at enhancing their lives, communities, and the institutions designed to support them. ⁴²
	Action 3b: Educators prioritize texts that represent diverse cultural experiences and create opportunities for students to analyze these texts from their own cultural perspectives. ⁴³

Progress Indicators:

Achievement in English Language Arts



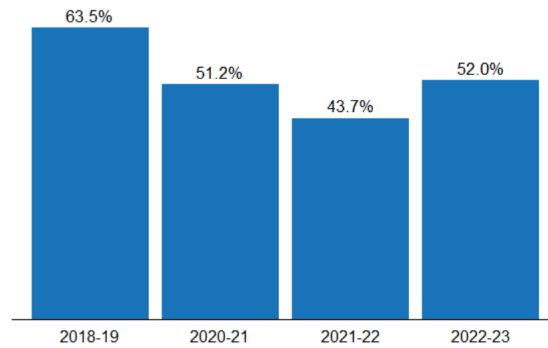
Source: ODE Achievement

Metrics

The Oregon Statewide Assessment System (OSAS) English Language Arts Summative Test is administered annually in grades 3 – 8 and 11. English Language Arts achievement decreased from 30.7% in 2018-19 to 21.4% in 2022-23 for Recent Arrivers/Migrant students.

³⁸ Oregon Department of Education. (2025). Adolescent Literacy Framework.
³⁹ Oregon Department of Education. (2025). Adolescent Literacy Framework
⁴⁰ Oregon Department of Education. (2025). Adolescent Literacy Framework
⁴¹ Oregon Department of Education. (2025). Adolescent Literacy Framework
⁴² Oregon Department of Education. (2025). Adolescent Literacy Framework
⁴³ Oregon Department of Education. (2025). Adolescent Literacy Framework

Percent of Recent Arrivers/Migrant Students
On-Track to English Language Proficiency

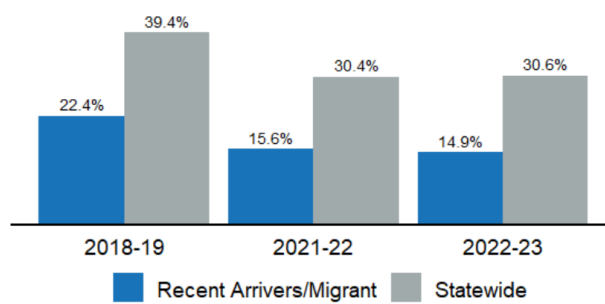


Source: ODE OTELP

Metrics

The English Language Proficiency Assessment Screener (ELPA) is administered to all non-English speaking students eligible to receive English Language Development (ELD) services. English Language Proficiency for Recent Arriver/Migrant students declined from 63.5% in 2018-19 to 52% in 2022-23.

Achievement in Mathematics



Source: ODE Achievement

Metrics

The OSAS Mathematics Summative Test is administered annually in grades 3 – 8 and 11. Mathematics achievement decreased from 22.45% in 2018-19 to 14.9% in 2022-23 for Recent Arrivers/Migrant students.

OBJECTIVE 5: Support plan student transitions to elementary and middle school and through the middle school and high school grades to maintain and improve academic performance.

Strategies and Actions:

<p>Strategy 1: Prioritize well-being of the mind and body.</p>	<p>Action 1a: Combat discrimination, xenophobia, and bullying and promote social cohesion in schools.⁴⁴</p>
	<p>Action 1b: Provide dietary alternatives such as halal, kosher, dairy-free, vegetarian, and vegan options at every school-provided meal to ensure all students are sufficiently nourished throughout the school day.⁴⁵</p>
	<p>Action 1c: Collaborate with students to enroll, engage, and increase participation in activities that align with their interests and skills.⁴⁶</p>
<p>Strategy 2: Provide immigrant and refugee students opportunities to receive social and emotional support, a space to express students' responsibilities outside of school, chances to vocalize their aspirations, and insight on the U.S. education system.</p>	<p>Action 2a: Supplement core curriculum by creating newcomer resources that scaffold content for immigrant and refugee students.⁴⁷</p>
	<p>Action 2b: Explore academic bridge programming (i.e., Summer Academy, High School Day for 9th graders, etc.) to support students transitions from early childhood to kindergarten, elementary to middle school, middle school to high school, and high school into post secondary education.⁴⁸</p>
	<p>Action 2c: Implement a Leaders-In-Training program that gathers elementary, middle, and high school students for several hours each month. These sessions provide a space for students to discuss their achievements and the challenges they encounter in school, within their families, and in their new communities.⁴⁹</p>

⁴⁴ Mendenhall, M., & Bartlett, L. (2018 May). Academic and Extracurricular Support for Refugee Students in the US: Lessons Learned, Theory Into Practice, 57:2, 109-118.

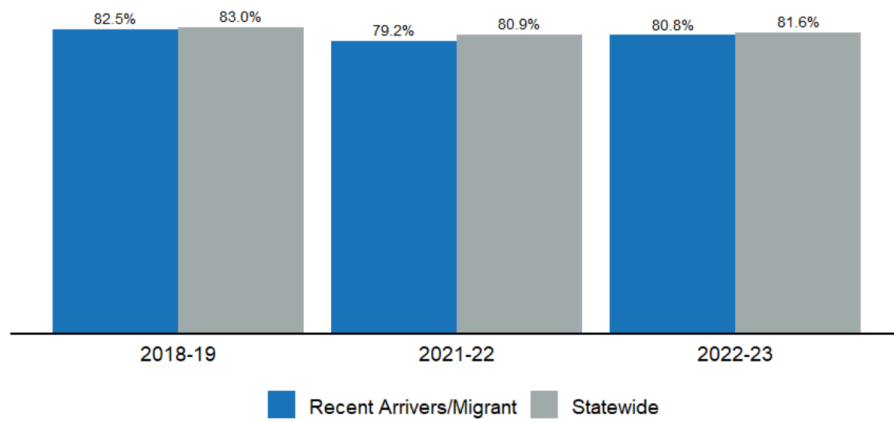
⁴⁵ Oregon's Kitchen Table. (2024). Community engagement: Immigrant and refugee student success plan.

⁴⁶ Oregon Department of Education SEED Survey Research Briefs (2024, Dec) Extracurricular Participation and Barriers.

⁴⁷ Hos, R. (2016). The Lives, Aspirations, and Needs of Refugee and Immigrant Students With Interrupted Formal Education (SIFE) in a Secondary Newcomer Program, Urban Education, 1-24.

⁴⁸ Hos, R. (2016). The Lives, Aspirations, and Needs of Refugee and Immigrant Students With Interrupted Formal Education (SIFE) in a Secondary Newcomer Program, Urban Education, 1-24.

⁴⁹ Mendenhall, M., & Bartlett, L. (2018 May). Academic and Extracurricular Support for Refugee Students in the US: Lessons Learned, Theory Into Practice, 57:2, 109-118.

Progress Indicators:**Percent of Students On-Track to Graduate by the End of Ninth Grade****Metrics**

In 2022-23, the On-Track rates for Recent Arriver/Migrant students were 80.8%, which is comparable to the statewide rate of 81.6%.

OBJECTIVE 6: Support the development of culturally responsive curricula from early childhood through post-secondary education.

Strategies and Actions:

<p>Strategy 1: Support Districts in building capacity to implement culturally and linguistically responsive curriculum.⁵⁰</p>	<p>Action 1a: Provide funding to incentivize educator English for Speaker of Other Languages (ESOL) endorsements as well as supporting co-teaching methods that allow for integrating English language instruction with academic content teaching.⁵¹</p>
	<p>Action 1b: Model, train, coach, and monitor the implementation of culturally and linguistically responsive curricula.</p>
	<p>Action 1c: Uplift examples of culturally and linguistically responsive core content curricula across various grade levels.⁵²</p>
<p>Strategy 2: Utilize culturally responsive assessments that measure talented and gifted abilities, level of school experience, literacy, and numeracy.⁵³</p>	<p>Action 2a: Expand the use of validated placement exams or assessments offered in students' home languages to evaluate students' talented and gifted abilities, level of school experience, literacy, and numeracy.⁵⁴</p>
	<p>Action 2b: Provide high-quality, evidence-based training and professional development to school counselors, registrars, and other staff involved in placement of immigrant/refugee students to promote a standardized process for course assignment.</p>
	<p>Action 2c: Create a collaborative network of educators to promote the proper course placement and the evaluation of immigrant/refugee students with experiences outside of the United States.</p>

⁵⁰ Oregon Department of Education. Task Force on IRSSP. (2024). Task force discussion.

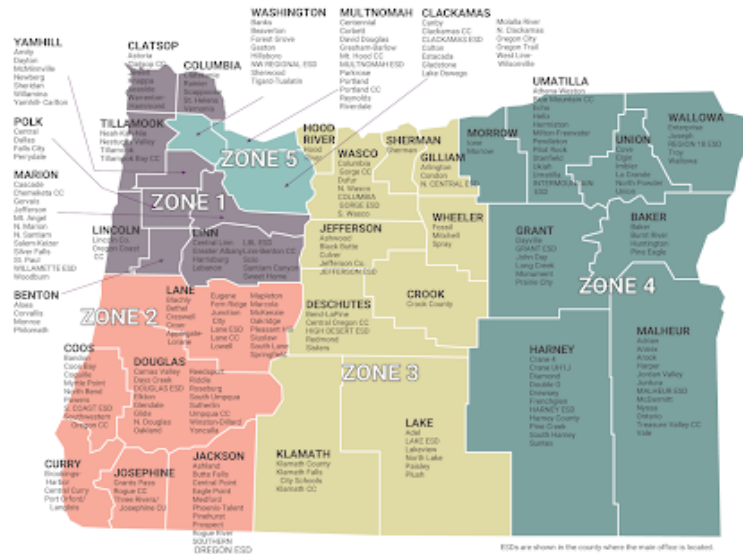
⁵¹ Oregon Department of Education. Multilingual and Migrant Education (2024). Collaborative Problem of Practice Discussion.

⁵² Beauregard, C., Rousseau, C., Mustafa, S. (2015) The use of video knowledge transfer of teacher-led psychosocial interventions: Feeling competent to adopt a different role in the classroom, Canadian Journal of Learning and Technology La Revue canadienne de l'apprentissage et de la technologie, 41(1).

⁵³ Oregon Department of Education. Task Force on IRSSP. (2024). Task force discussion.

⁵⁴ MLS (2025) Multilingual Literacy SIFE Screener.

Progress Indicators:



Metrics

A total of 13 districts participated in the Fall 2023 “Family Conversations” Pilot. The Family conversation was implemented in 23 schools with over 1,000 families participating. Recruitment was targeted to include small, medium, and large school districts in both rural and urban areas of the state. A breakdown of the pilot locations can be seen in the chart.⁵⁵

⁵⁵Oregon Department of Early Learning and Care (2025) Early Learning Transition.

Goal 3: Enhance Social and Emotional Well-being

All students enrolled in K-12 public schools deserve access to social and emotional support that builds resilience, equity, and well-being. The objectives and strategies under this goal emphasize implementing trauma-informed practices, embedding culturally responsive pedagogy, and addressing systemic inequities in school discipline. This goal aims to reduce educational disparities and create schools where every student can thrive academically, socially, and emotionally.

WHY IT MATTERS: Nurturing social and emotional well-being is essential for the success of immigrant and refugee students, who often face unique challenges such as cultural transitions, language barriers, and experiences of trauma or displacement. A supportive school environment that prioritizes mental health, equity, and culturally responsive practices can significantly improve student outcomes. Research demonstrates that addressing social and emotional needs not only enhances academic performance, but also reduces disparities in disciplinary actions, promoting a more inclusive and equitable school culture.⁵⁶

This goal emphasizes the implementation of trauma-informed practices, equity-centered discipline protocols, and culturally affirming pedagogy to create an environment where all students can thrive. For example, schools with strong social and emotional learning (SEL) programs see higher engagement, better attendance rates, and improved peer relationships.⁵⁷ Embedding these strategies within a [multi-tiered system of support](#) (MTSS) ensures that every student has access to the resources they need to succeed academically and personally.

By prioritizing social and emotional well-being, Oregon schools have the opportunity and responsibility to address systemic barriers, reduce disproportionate disciplinary incidents, and create a culture of belonging for immigrant and refugee students. This work is critical not only for closing opportunity gaps but also for empowering students to navigate and succeed in their educational journey.

⁵⁶ Tyrer, R. A., & Fazel, M. (2014).

⁵⁷ Oregon Department of Education (2023, June). Oregon's Transformative Social and Emotional Learning Framework & Standards.

OBJECTIVE 7: Decrease the disproportionate rate of disciplinary incidents.

Strategies and Actions:

Strategy 1: Implement trauma-informed practices. ⁵⁸	Action 1a: Establish a trauma-informed team to address inequitable structures and systems. ⁵⁹
	Action 1b: Connect trauma-informed concepts with pre-existing programs or initiatives i.e., PBIS, AVID, etc. ⁶⁰
	Action 1c: Provide on-going training and support in trauma-informed principles. ⁶¹
Strategy 2: Embed an Equity-Centered Framework into school discipline protocols. ⁶²	Action 2a: Continuous improvement of multi-tiered system of support (MTSS), including: Tier 1: Prevention skill building, Tier 2: Targeted intervention, Tier 3: Crisis support. ⁶³
	Action 2b: Develop school-wide SEL teams where students guide cultural identity development, self-regulation, social awareness, healthy decision-making, self-awareness, and relationship skills. ⁶⁴
	Action 2c: Provide educators with implicit bias training. ⁶⁵

⁵⁸ Oregon Department of Education (2019, Oct). The Use of Implementation Science to Study Trauma-Informed Practices: A Closer Look at Implementation in Two Oregon Schools.

⁵⁹ Oregon Department of Education (2019, Oct). The Use of Implementation Science to Study Trauma-Informed Practices: A Closer Look at Implementation in Two Oregon Schools.

⁶⁰ Oregon Department of Education (2019, Oct). The Use of Implementation Science to Study Trauma-Informed Practices: A Closer Look at Implementation in Two Oregon Schools.

⁶¹ Oregon Department of Education (2019, Oct). The Use of Implementation Science to Study Trauma-Informed Practices: A Closer Look at Implementation in Two Oregon Schools.

⁶² Oregon Department of Education, Safe and Inclusive Schools (2020) Integrated Model of Mental Health.

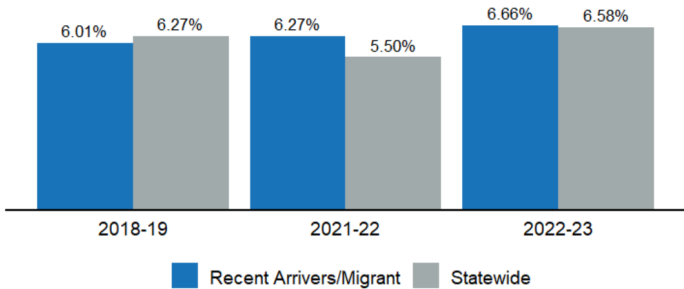
⁶³ Oregon Department of Education, Safe and Inclusive Schools (2020) Integrated Model of Mental Health.

⁶⁴ Oregon Department of Education, Safe and Inclusive Schools (2020) Integrated Model of Mental Health.

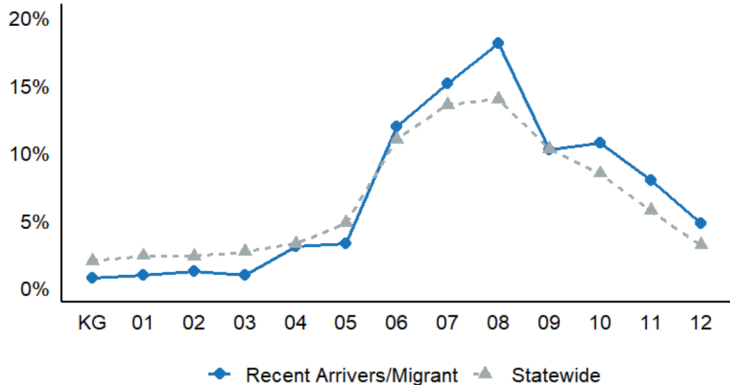
⁶⁵ Oregon Department of Education, Safe and Inclusive Schools (2020) Integrated Model of Mental Health.

Progress Indicators:

Exclusionary Discipline Rates



2022-2023 Exclusionary Discipline by Grade



Source: ODE Discipline

Metrics

Recent Arriver/Migrant students experienced higher rates of exclusionary discipline compared to the statewide rates in 2022-23 for 7th, 8th, 10th, 11th, and 12th grades

OBJECTIVE 8: Support culturally responsive pedagogy and practices from early childhood through post-secondary education.

Strategies and Actions:

<p>Strategy 1: Expand dual language immersion programming. Development of students’ home language; proven to positively correlate with higher levels of English language & literacy development.⁶⁶</p>	<p>Action 1a: Recruit teachers with high levels of oral proficiency and literacy in the home language and support their acquisition of an Oregon Teaching Certification.⁶⁷</p>
	<p>Action 1b: Monitor and evaluate proficiency and literacy in the home language.⁶⁸</p>
	<p>Action 1c: Expand opportunities for students to attend online Heritage Language Classes and earn an Oregon State Seal of Biliteracy.⁶⁹</p>
<p>Strategy 2: Diversify the combination of languages earning the Oregon State Seal of Biliteracy.</p>	<p>Action 2a: Expand resources to support proficiency in home language.</p>
	<p>Action 2b: Expand locally created assessments, locally administered tasks, and locally observed student performance of home language to fulfill the body of evidence or portfolio requirements for the Seal of Biliteracy.</p>
	<p>Action 2c: Support the solicitation of “qualified users “of the home language to accurately evaluate student proficiency in relevant domains of the home language.⁷⁰</p>

⁶⁶ Oregon Department of Education. (2024). *Identifying best practices and calculating the cost of a quality education.*

⁶⁷ Oregon Department of Education. (2023). *Two-Way Immersion Dual Language Programs.*

⁶⁸ Oregon Department of Education. (2023). *Two-Way Immersion Dual Language Programs.*

⁶⁹ Oregon Department of Education. Task Force on IRSSP. (2024). *Task force discussion.*

⁷⁰ Oregon Department of Education. (2024). *Oregon State Seal of Biliteracy/Multiliteracy (OSSB/M) manual.*

Progress Indicators:

2023-24 Graduation Year	Number of Oregon State Seal of Biliteracy and Multiliteracy Awarded
Ever Recent Arriver	263
Migrant	461
State Level	3,248

Metrics

The Oregon State Seal of Biliteracy and Multiliteracy was awarded to 263 Ever Recent Arriver students and 461 Migrant students that graduated in the 2023-24 graduation year.

Goal 4: Strengthen Partnerships with Families

All students benefit when families are active partners in their education. Strengthening family-school partnerships ensures that immigrant and refugee families feel welcomed, supported, and empowered to engage in their children’s academic journeys. The objectives and strategies under this goal focus on creating accessible communication channels, equipping families with the tools to navigate the education system, and celebrating the cultural assets they bring.

WHY IT MATTERS: The active engagement of families in their children’s education is essential for building student success. For immigrant and refugee families, navigating the education system can be complex due to language barriers, unfamiliarity with U.S. school practices, and systemic inequities. Strengthening partnerships between schools and families ensures that parents, caregivers, and family members are empowered to advocate for their children’s education and are active participants in their academic journeys.

Students perform better academically and socially when their families are engaged in their education.⁷¹ This goal focuses on creating opportunities for immigrant and refugee parents to connect with schools, equipping them with the tools and information they need to support their children. Strategies such as recruiting community liaisons, providing translated materials, and offering culturally responsive training help create a welcoming environment for families.⁷² These efforts reduce barriers to engagement and build trust between schools and immigrant/refugee communities.

By prioritizing family partnerships, schools can create collaborative environments where parents are co-authors of their children’s success. Strengthening partnerships with families represents a commitment to equity and inclusion, ensuring that every family, regardless of background, feels valued and supported in their vital role in education. Strengthening these connections empowers students and their families while reinforcing the broader community’s commitment to educational excellence.

⁷¹ Miller, J., & Khatib, H. (2023).

⁷² Kandel-Cisco, B., Brooks, K., Bhatena, C. D., Abdulahad, H., Pimentel-Gannon, M., & Fessahaie, H. (2020).

OBJECTIVE 9: Increase parental engagement in the education of plan students.⁷³

Strategies and Actions:

Strategy 1: Create space for parents to be authors of their children's educational success.⁷⁴

Action 1a: Recruit volunteer advocates (parents, caregivers, and family members) from the immigrant refugee community and equip them with school and district information to disseminate.⁷⁵

Action 1b: Facilitate an advocate to school staff pipeline to ensure members of the immigrant refugee community are integrated into the school system.⁷⁶

Action 1c: Recruit parents, caregivers, and family members to become “qualified users “ of their home language to accurately evaluate student proficiency in relevant domains of the home language to earn an Oregon State Seal of Biliteracy.⁷⁷

Strategy 2: Ease parental navigation of the school system.⁷⁸

Action 2a: Identify avenues for the school to consistently communicate positive updates on a child's progress.⁷⁹

Action 2b: Provide a written, verbal, and visual welcome packet that informs on: Parental Responsibilities in K-12 Education, What to Expect at Parent Teacher Conferences, How to Monitor your Child's Academic Progress, and Technical Support filling out School Forms.⁸⁰

Action 2c: Ensure that parents, caregivers, and family members have access to readily available interpretation and translations services.⁸¹

⁷³ Oregon Department of Education. Task Force on IRSSP. (2024). *Task force discussion*.

⁷⁴ Oregon Department of Education. Task Force on IRSSP. (2024). *Task force discussion*.

⁷⁵ Oregon's Kitchen Table. (2024). *Community engagement: Immigrant and refugee student success plan*.

⁷⁶ Oregon's Kitchen Table. (2024). *Community engagement: Immigrant and refugee student success plan*.

⁷⁷ Oregon Department of Education. (2024). *Oregon State Seal of Biliteracy/Multiliteracy (OSSB/M) manual*.

⁷⁸ Oregon's Kitchen Table. (2024). *Community engagement: Immigrant and refugee student success plan*.

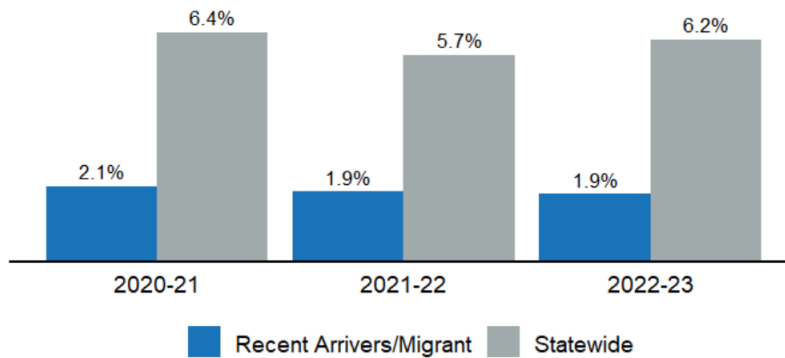
⁷⁹ Oregon's Kitchen Table. (2024). *Community engagement: Immigrant and refugee student success plan*.

⁸⁰ Oregon's Kitchen Table. (2024). *Community engagement: Immigrant and refugee student success plan*.

⁸¹ Oregon's Kitchen Table. (2024). *Community engagement: Immigrant and refugee student success plan*.

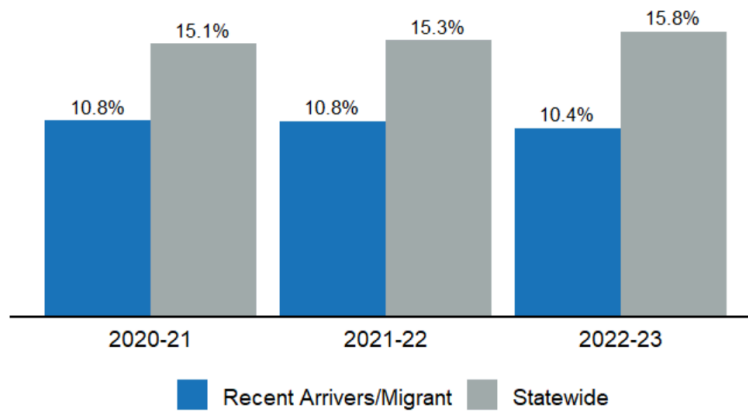
Progress Indicators:

Percent of Students Identified as Talented and Gifted



Source: ODE Spring Membership

Percent of Students Receiving SpEd Services

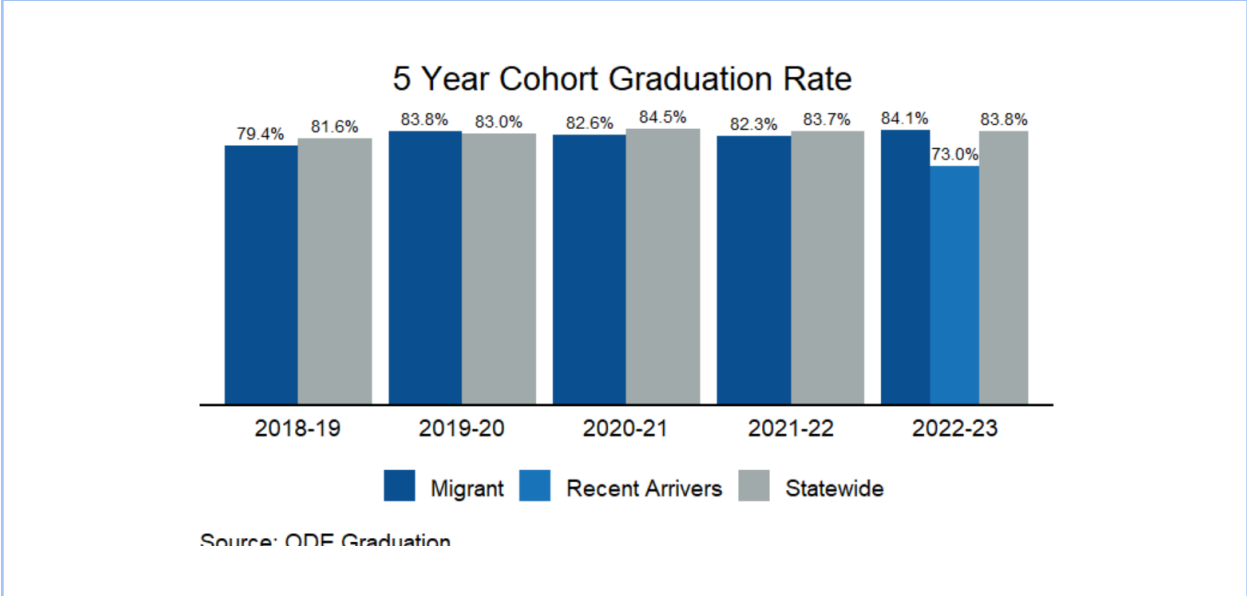
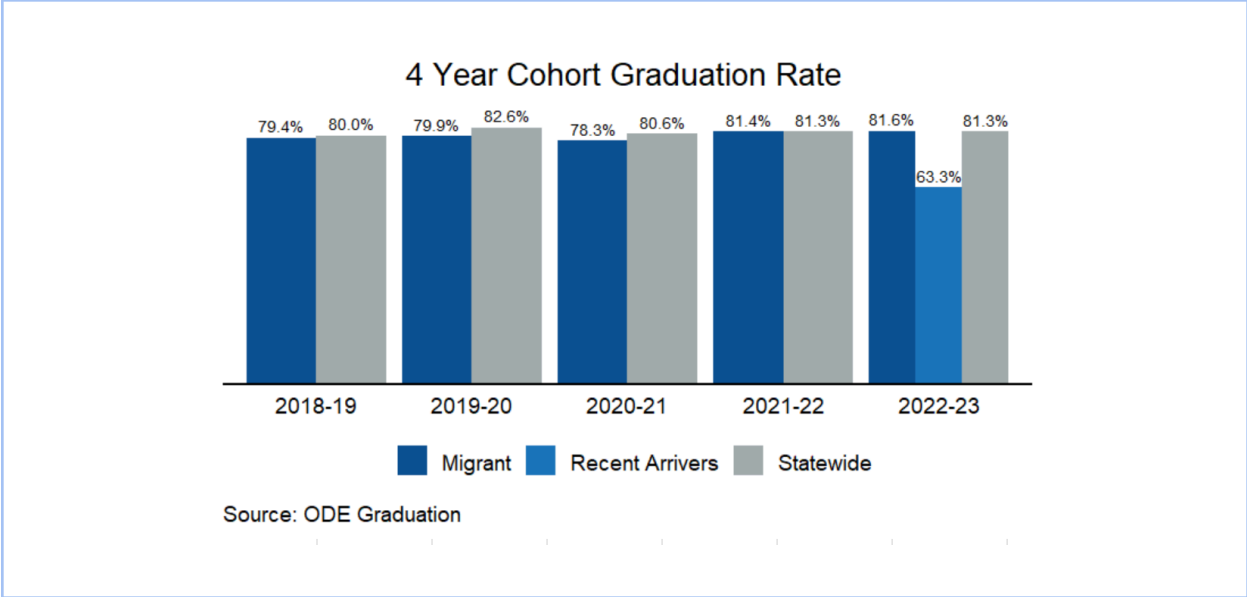


Source: ODE Spring Membership

Metrics

Recent Arriver/Migrant students are disproportionately underrepresented as Talented and Gifted (TAG). In the 2022-23 school year only 1.9% of Recent Arrivers/Migrant were identified as TAG in comparison to the statewide percentage of 6.2%.

In the 2022-23 school year the percentage of Recent Arriver/Migrant students identified for SpEd services is 10.4% compared to the statewide percentage of 15.8%.



Metrics
 In the 2022-23 school year Recent Arriver students had a lower 4 Year Graduation rate of 63.3% compared to the migrant student rate of 81.6% and the statewide rate of 81.3%.

In the 2022-23 school year Recent Arriver students had a lower 5 Year Graduation rate of 73.0% compared to the migrant student rate of 84.1% and the statewide rate of 83.6%.

OBJECTIVE 10: Increase attendance of plan students in community colleges and professional certification programs.

Strategies and Actions:

<p>Strategy 1: Increase access to community colleges and professional certification programs that are low or no cost.⁸²</p>	<p>Action 1a: Advocate for the role of an Oregon Promise Grant Specialist to serve each school district.⁸³</p>
	<p>Action 1b: Monitor and publish aggregate Oregon Promise recipient data to facilitate CBO collaboration with schools to increase and maintain the quantity of plan students accessing this opportunity.</p>
	<p>Action 1c: Provide feedback to Higher Education Coordinating Commission (HECC) in the development of performance measures and monitoring protocols with the goal of increasing plan students participation in the Oregon Promise.</p>
<p>Strategy 2: Convey basic information about high school graduation requirements in easy to understand language translated in multiple languages via written, verbal, and visual formats.⁸⁴</p>	<p>Action 2a: Convey information about high school graduation requirements as early as 3rd grade.</p>
	<p>Action 2b: Convey information about 5th year/grade 13 opportunities as early as 9th grade.</p>
<p>Strategy 3: Diversify and expand fifth-year/grade 13 coursework.</p>	<p>Action 3a: Strengthen partnership with Community Colleges and CBOs to support students' navigation of higher education and professional certification.⁸⁵</p>
	<p>Action 3b: Expand internship and apprenticeship opportunities for fifth-year/grade 13 high school students.</p>

⁸² Oregon Higher Education Coordinating Commission. (2025). Oregon Promise Grant.

⁸³ Oregon Higher Education Coordinating Commission. (2025). Oregon Promise Grant.

⁸⁴ Oregon Department of Education. (2025). *Oregon's high school graduation requirements*.

⁸⁵ Oregon Department of Education. (2016). *Oregon's on-time high school graduation rate shows strong growth in 2014-15*.

Progress Indicators:

Student Group	Cohort	2022-23 Adjusted Cohort	Oregon Diploma Awarded	Participating in Post Graduate Scholars	Modified Diploma Awarded	Percent Modified Diploma
Statewide	4-Year	46,371	36,133	3	1574	3.39%
Migrant	4-Year	1,281	984	0	61	4.76%
Recent Arriver	4-Year	681	418	0	13	1.91%
Statewide	5-Year	46,395	37,159	3	1710	3.69%
Migrant	5-Year	1,326	1,058	0	57	4.30%
Recent Arriver	5-Year	742	525	1	16	2.16%

Source: [ODE Cohort Graduation Rate 2022-2023 Media File](#)

Metrics

Migrant students are more likely to graduate with a modified diploma. During the 2022-23 school year 4.76% of Migrant students that graduated in 4 years received a modified diploma compared to 1.91% of Recent Arriver students, and the statewide percentage of 3.39%.

OBJECTIVE 11: Increase attendance of plan students in four-year post-secondary institutions of education.

Strategies and Actions:

Strategy 1: Support families in applying to colleges and applying for scholarships.⁸⁶

Action 1a: Create college and career readiness communication plans in easy to understand language, translated in multiple languages via written, verbal, and visual formats.

Action 1b: Collaborate with CBOs to facilitate college and career readiness conversations with families as early as kindergarten.

⁸⁶ Oregon Department of Education. (2024). *Oregon's high school graduation requirements*.

Strategy 2: CBOs partner with schools to increase representation of students' identities and/or life experiences across various careers.⁸⁷

Action 2a: Provide experiential learning opportunities such as work-based learning, career fair days, job shadows for a diverse selection of trades, career panels, work site visits, and college tours.

Action 2b: Strengthen partnership with community colleges and universities to support students' acquisition of college credit in high school.

Action 2c: CBOs to partner with schools to showcase individuals who reflect students' identities and life experiences, and share valuable college and career information.⁸⁸

⁸⁷ Oregon Department of Education. (2024). *Oregon's high school graduation requirements*.

⁸⁸ Oregon Department of Education. (2024). *Oregon's high school graduation requirements*.

Advisory Group

"We want to be invited to take a seat at the table, to share food and drinks, and to be welcomed in our own languages." —Oregon community member

With the initial community engagement and assessment complete, there is a need for sustained collaboration and feedback. To ensure the Immigrant/Refugee Student Success Plan remains relevant and effective, an Advisory Group will be established as a long-term body tasked with guiding implementation, addressing emerging challenges, and upholding the plan's goals.⁸⁹

The Advisory Group's primary role is to provide ongoing guidance to ODE to ensure the plan evolves alongside the needs of immigrant and refugee communities. By embedding diverse voices, including those of the impacted communities, the group will maintain cultural responsiveness and build trust. Key responsibilities include:

Providing Guidance: Offering feedback on strategies, policies, and initiatives to ensure alignment with community needs.

Establishing Priorities: Identifying focus areas informed by data, research, and community input.

Promoting Accountability: Monitoring progress and recommending adjustments to address evolving challenges.

Championing Advocacy: Amplifying the voices of immigrant and refugee communities to policymakers and educational leaders.

The Advisory Group requires representatives from:

- Immigrant and refugee youth leaders
- Families and parents from immigrant and refugee backgrounds
- Community-based organizations specializing in serving immigrant and refugee populations.
- Educators and administrators with experience supporting Plan students
- Cultural leaders and advocates from diverse linguistic, ethnic, and cultural communities
- Mental health professionals with expertise in trauma-informed care
- State agency representatives to connect with state goals and resources
- Higher education and workforce development leaders

To ensure equitable representation, the group will prioritize members from both rural and urban areas, as well as those serving historically underserved communities. The Advisory Group will meet regularly to:

- Evaluate plan efficacy and outcomes.
- Recommend strategic adjustments based on implementation feedback.
- Share best practices to enhance support for plan students.

⁸⁹ [Oregon Revised Statutes § 329.849 \(2023\)](#).

Community Engagement

"How can education be shaped by what these kids have to offer? By the people it serves? That it's much more relevant, actually that education is an opportunity for community building, that it honors cultures and communities coming in, and works for all kids." —Oregon community member

ODE partnered with [Oregon's Kitchen Table](#) (OKT), a program of the National Policy Consensus Center at Portland State University. From October through December 2024, OKT conducted community engagement sessions statewide, focusing on immigrant and refugee groups less represented in advisory councils. Methods included:

- Community Conversations: Small group discussions in multiple languages.
- Surveys: Culturally tailored surveys reaching rural and underserved populations.
- Interviews: Detailed feedback through individual and small group discussions.
- Town Halls: Virtual and in-person gatherings for information sharing and input.

About 450 participants shared insights with Oregon's Kitchen Table on how the following key points affect educational success for immigrants and refugees:

1. *Welcoming Environments*: Schools need cultural representation, language assistance, and celebration of diversity through events and communication.
2. *Parent Engagement*: Families require accessible resources, staff representation, and flexibility to balance responsibilities.
3. *Social Connections*: Peer mentorship and community-building initiatives are essential for students.
4. *Grade Level Transitions*: Navigating early childhood enrollment, understanding higher education processes and addressing documentation barriers.

5. *Equity in Resources and Representation*: Rural communities face unique challenges, requiring support and equitable funding.
6. *Mental Health*: Inclusion and culturally relevant strategies are vital for reducing isolation and promoting well-being.
7. *Dietary Needs and Services*: School meal programs are needed for inclusivity.

Community members expressed hope that their input would lead to tangible changes, creating schools that respect cultural diversity, provide multilingual support, and strengthen collaboration. By focusing on these recommendations, Oregon can build a more equitable and supportive educational system for all students:

1. Enhance cultural responsiveness in teaching, curriculum and extracurricular programs.
2. Improve information access and representation by recruiting staff from immigrant and refugee communities.
3. Strengthen parent and community engagement by offering multilingual materials, orientations, and communications.
4. Facilitate transitions by supporting early childhood education and financial literacy programs for students and families.
5. Prioritize outreach and support for rural and underserved communities.
6. Advocate for flexible funding to serve diverse needs and expand eligibility.

Student Success Act

"Our hope is for schools that respect immigrants' cultures, provide multilingual support, and engage families to create a collaborative, supportive environment."
—Oregon community member

Student Success Act (2019)

During the 2019 legislative session, Oregon's leaders made a commitment to the future of Oregon's children, educators, schools and the state, when it passed the Student Success Act (SSA). When fully implemented, the Student Success Act is expected to invest over \$2 billion in Oregon education every two years; that's over \$1 billion investment in early learning and K-12 education each year.

Of those funds, approximately \$700 million goes into the State School Fund and the remaining is distributed into three accounts: the Early Learning Account, the Student Investment Account and the Statewide Education Initiatives Account.

At the heart of the SSA is a commitment to improving access and opportunities for students, with a focus on those students who have been historically underserved in the education system.

Senate Bill 1532 (2024)

In 2024, the Oregon State Legislature passed [Senate Bill 1532](#). The statute ([ORS 329.849](#)) directs the Oregon Department of Education to develop and implement a statewide plan that must provide strategies to:

- a) Increase parental engagement in the education of plan students;
- b) Increase the engagement of plan students in educational activities before and after regular school hours;

- (c) Increase early childhood education and kindergarten readiness for plan students;
- d) Improve literacy and numeracy levels among plan students;
- e) Support plan student transitions to elementary and middle school and through the middle school and high school grades to maintain and improve academic performance;
- f) Support culturally responsive pedagogy and practices from early childhood through post-secondary education;
- g) Support the development of culturally responsive curricula from early childhood through post-secondary education;
- h) Increase attendance of plan students in early childhood education through post-secondary education by creating affirming and welcoming environments;
- i) Increase attendance of plan students in community colleges and professional certification programs;
- j) Increase attendance of plan students in four-year post-secondary institutions of education; and
- k) Align the plan with other statewide education plans developed and implemented by the Department of Education.

Oregon's Immigrant and Refugee Legacy

“Seeing people we know, or people who look like us, makes us feel welcome.” —Oregon community member

Immigrant and Refugee Communities

The land now known as Oregon was first home to numerous Indigenous peoples and Native nations who lived here since time immemorial. In subsequent centuries, Oregon became a destination for immigrants and refugees seeking safety, opportunity and a place to build a better future. From Mexican *vaqueros* in the 19th century to waves of immigration from Africa, Asia, Europe, South America and Oceania, these communities have woven a rich tapestry of cultures, traditions, and experiences that tell a story of resilience, strength and optimism. Through innovation, education and cultural exchange, immigrant and refugee communities continue to contribute to the growth and vibrancy of Oregon.⁹⁰

Current Demographics and Challenges

Today, Oregon is home to immigrant and refugee communities from all over the world, with growing populations from countries such as Somalia, Ukraine, Syria, and Afghanistan. These communities enrich the state's economy, culture, and education system but also face challenges, including language and cultural barriers, limited access to healthcare, and systemic inequities in education.⁹¹ The Deferred Action for Childhood Arrivals (DACA) program and Oregon's sanctuary policies have provided critical support to many individuals and families. However, ongoing national debates around immigration reform continue to impact these communities.

⁹⁰ Portes, A., & Rumbaut, R. G. (2014).

⁹¹ Suárez-Orozco, C., Motti-Stefanidi, F., Marks, A., et al. (2018).

Educational Impact and Resilience

The diversity within these communities is vast, reflecting unique histories, languages, and cultural traditions. Educational strategies in Oregon must acknowledge this uniqueness to be effective⁹² and have a willingness to engage these communities directly through participatory planning and tailored outreach to ensure their voices inform the policies and practices affecting them. Supporting English language learning, culturally responsive teaching practices, and wraparound services addressing trauma and resettlement challenges are vital.⁹³

Oregon's history with immigrant and refugee communities underscores both remarkable resilience and the ongoing need for inclusion, equity, and advocacy in developing a shared vision for academic success. Each group's unique experiences and contributions are essential to understanding the broader story of Oregon's development and its ongoing commitment to diversity and justice. The Immigrant/Refugee Student Success Plan builds on this legacy ensuring that all children of our communities continue to thrive and are given equal opportunity to contribute to Oregon's future.

⁹² Gay, G. (2018).

⁹³ Betancourt, T. S., Newnham, E. A., Layne, C. M., et al. (2012).

Timeline

The timeline below highlights key milestones in the development and implementation of Oregon's Immigrant/Refugee Student Success Plan. This process began with the bipartisan passage of Senate Bill 1532, establishing a statewide framework to support immigrant and refugee students. Since then, efforts have focused on engaging communities, refining rules, and engaging with communities to ensure the plan reflects the diverse needs of students and their families.

Initial Implementation	Progress
March 4th, 2024	A bipartisan coalition of Oregon Senators passed Senate Bill 1532 , which created a statewide Student Success Plan for Oregon immigrant and refugee students
May 2024	Student Success Plan Advisory Groups share feedback on temporary rules
June 13th, 2024	Immigrant/Refugee Student Success Plan adopt temporary draft rules
October 3rd, 2024	First reading and presentation to the Oregon Rules Committee Advisory (ORCA)
October 17th, 2024	First reading and presentation to the State Board of Education
October - December 2024	Community engagement for interim Immigrant/Refugee Student Success Plan with Oregon's Kitchen Table (OKT)
November 2024	Interim Immigrant/Refugee Student Success Plan development
November 7th, 2024	Second reading and presentation to the Oregon Rules Committee Advisory (ORCA)
November - December 2024	ODE conducts Task Force a series of needs assessment and feedback sessions with statewide partners
December 5th, 2024	Second reading to the State Board of Education. Vote is taken and permanent rules are passed
January - June 2025	First round of grants in aid

Key Definitions

The following definitions apply to OAR 581-017-0885 to 581-017-0910: [Oregon Secretary of State Administrative Rules](#)

1. **Asylum Seeker** means a person who has or is actively seeking protection and/or permanent relocation from inside of the U.S. due to having experienced grave danger because their home government is unwilling or unable to protect them or may be actively persecuting them.
2. **Community-Based Organization (CBO)** means a nonprofit organization that is reflective of a community or significant segments of a community it seeks to serve.
3. **Culturally Specific Organization (CSO)** means an organization that serves a particular cultural community and is primarily staffed and led by members of that community; these organizations demonstrate: intimate knowledge of lived experience of the community, including but not limited to the impact of structural and individual racism or discrimination on the community; knowledge of specific disparities, barriers or challenges documented in the community and how that influences the structure of their program or service; commitment to the community's strength-based and self driven thriving and resilience; ability to describe and adapt their services to the community's cultural practices, health and safety beliefs/practices, positive cultural identity/pride, religious beliefs, etc.
4. **English Learner (EL)** means students who receive English language instruction, support, and services as part of an English language development (ELD) program as English learners.
5. **Immigrant** means an individual who was born in another country and permanently resides in the United States.
6. **Migrant** or a "migratory child" is a child who is, or whose parent, spouse, or guardian, a migratory agricultural worker, including a migratory dairy worker, or fisher, and who in the preceding 36 months, accompanied such parent, spouse, or guardian in order to obtain temporary or seasonal employment in agricultural or fishing work: (1) has moved from one school district to another; (2) in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or (3) who resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to engage in a fishing activity.

7. **Multilingual Learner (ML)** means students who speak multiple languages and may or may not be eligible to receive English language instruction, support as part of an English language development (ELD) program.
8. **Partnership** means a group of organizations, Tribes, districts or individuals who agree to work together with a common interest and shared vision. In a partnership, there is a high level of trust and 2-way communication, and differences in power and privilege are addressed. Roles and responsibilities on all sides are well-defined and developed with shared authority in decision making. There might be shared space and staff, with expectations and agreements in writing.
9. **Plan Student** means a student enrolled in early childhood through postsecondary education who:
 - a. Is an asylum seeker, a refugee or any other immigrant, regardless of status; and
 - b. Has experienced disproportionate results in education due to current and historical practices and policies, as identified by the State Board of Education by rule.
10. **Recent Arriver** means a student aged 3 -21 that was not born in any state or Puerto Rico and has not been attending one or more schools in any state for more than three full (cumulative) academic years. Oregon schools do not collect information on immigration status. ODE uses Recent Arriver data to monitor the progress of plan students.
11. **Refugee** means a person who has or is actively seeking protection and/or permanent relocation from outside of the U.S. due to having experienced grave danger because their home government is unwilling or unable to protect them or may be actively persecuting them.

Acknowledgements

We want to extend our heartfelt gratitude to the students, families, educators, administrators, and community leaders who generously shared their insights and experiences to guide the development of Oregon’s Immigrant and Refugee Student Success Plan. Your voices have been instrumental in shaping a plan that reflects the needs and aspirations of immigrant and refugee communities across the state. We are deeply appreciative of the members of the Student Success Plan Advisory Groups and the statewide Task Force for your unwavering commitment, thoughtful feedback, and collaboration. We also thank our partners at Oregon’s Kitchen Table for their tireless efforts in conducting community engagement. Lastly, we thank the staff of the Oregon Department of Education in refining and championing this plan. Your expertise and leadership have ensured that this initiative is grounded in shared vision and collective action.

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Oregon’s Kitchen Table

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