



Immigrant/ Refugee 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 2024, the legislature passed **Senate Bill 1532 (2024)**, which directs Oregon Department of Education (ODE) to develop, implement, and report on the **Immigrant/Refugee Student Success Plan (IRSSP)**. The Plan establishes a statewide framework to improve educational access, belonging, and outcomes for Oregon’s immigrant and refugee students and families—the state’s fastest-growing and most diverse student populations.

“The work of the IRSSP is not simply to serve immigrant and refugee students—it is to reimagine what an inclusive Oregon education system can be.” —Educator



Statewide Reach (2024-2025)

Collectively, IRSSP grantees provided supports across all major regions of the state:

1. Served **more than 18,000 students**
2. **6,300 Plan Students** received targeted academic support
3. **7,500 students** participated in SEL or mental health programming
4. More than **11,000 family and community members** engaged
5. **1,400 educators** trained in SEL, trauma-informed and culturally sustaining practice

Program Overview

The IRSSP is the nation’s first comprehensive and coordinated initiative to address systemic barriers faced by immigrant and refugee students 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 Another significant challenge is their immigration status. Many immigrant and refugee students 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 requires specific academic interventions to bridge gaps. 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 Some populations frequently migrate to follow the agricultural cycles of the Pacific Northwest, and their housing instability hinders academic focus and affects their socioeconomic circumstances.

The IRSSP ensures that every student, regardless of birthplace, language, immigration status or

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

² McBrien, J. L., & Day, L. (2021).

experience, has access to high quality, culturally responsive education through the following framework which gives both the **direction** and the **accountability** needed to **drive meaningful change for students and families**:

- **1 statewide vision**, aligned to SB 1532;
- **4 organizing goals** that guide direction of the plan;
- **11 statutory objectives** which together reflect the full educational journey of our students;
- **17 progress indicators** that allow us to measure impact;
- **25 practical strategies** for implementation; and
- **74 aligned actions** designed to turn commitments into real results for students and families.

Grant Program

The IRSSP Grant Program provides funding and technical assistance to grantees statewide, including school districts and community-based organizations serving immigrant and refugee youth. During the 2023-2025 biennium, ODE funded 18 school district and community-based organization grantees that provided direct services, family engagement, educator training, and culturally responsive programming across Oregon. Together, these grantees reflect Oregon’s diverse regions and cultural communities, from the Portland Metro area to Southern and Eastern Oregon. These efforts have created a foundation of trust, safety, and opportunity for Oregon’s newest and most linguistically diverse learners where every student feels valued, empowered, and supported to reach their full potential.

Summary of Statewide Impact

The 2024-2025 IRSSP grantee cohort made foundational progress toward building a coordinated, culturally grounded system of support for Oregon’s immigrant and refugee students and families. Across all grantees, the most frequently addressed statutory objectives reflected statewide priorities around family engagement, academic transitions, and culturally responsive teaching:

- Increased parental engagement through culturally specific outreach and parent workshops
- Expanded before-and after-school engagement through tutoring, youth clubs, bridge programs
- Enhanced kindergarten readiness and literacy through family-centered early learning supports
- Improved transitions across educational levels through orientation programs and mentorship
- Strengthened culturally responsive pedagogy through professional development for teachers
- Increased attendance and sense of belonging through affirming, multilingual learning
- Improved social-emotional well-being and culturally responsive mental health supports

These outcomes demonstrate Oregon’s growing capacity to ensure that immigrant and refugee students—from early childhood through postsecondary education—experience affirming learning environments, equitable access to opportunity, and pathways to lifelong success.

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. A copy of the full report is also available on the Immigrant/Refugee Student Success Plan webpage: [Oregon Department of Education : Immigrant Refugee Student Success : Immigrant Refugee Student Success : State of Oregon](#)

History and Purpose

ODE acknowledges the work that Immigrant/Refugee communities have accomplished to support their youth. This student success plan is a direct result of community efforts. In the 2024 legislative session, funds were released to enable the ODE to hire two Coordinators to lay the foundation for a statewide education plan for Immigrant/Refugee students who are in early childhood through post-secondary education programs. The coordinators began community engagement through Task Force virtual meetings and collaborated with Oregon’s Kitchen Table to facilitate community conversations throughout the state to advise ODE on the development and implementation of the IRSSP.

In 2024, the Oregon State Legislature passed [Senate Bill 1532](#). The statute ([ORS 329.849](#)) directs ODE to develop and implement a statewide education plan for Immigrant/Refugee students in early childhood through post-secondary education programs. Through this work, ODE is charged with establishing criteria, processes, and expectations regarding grant awards which includes the adoption of rules by the State Board of Education for the implementation of the grant program.

Incorporating statewide voice and input, the Immigrant/Refugee Student Success Advisory group advises ODE on the implementation of the plan, while the IRSSP grant program awards funding to local, community-led projects to integrate the student success strategies that are key to supporting Plan Students. The purpose of this work is to address the glaring disparities facing Immigrant/Refugee students throughout the educational systems of Oregon and to determine specific Immigrant/Refugee supports that will improve academic outcomes for Plan Students.

Key Findings & Statewide Progress

IRSSP grantees demonstrated significant progress in implementing the Plan’s four statewide goals supported by activities in districts and communities from Portland to Medford, Hood River, Phoenix-Talent, Jefferson, Umatilla, and more:

Goal 1: Create Safe and Welcoming Environments

Schools and community partners strengthened belonging for newcomer students through multilingual family events, cultural celebrations, and the creation of newcomer resource centers. Educators received trauma-informed training to better understand the immigration experience and its impact on learning.

Statewide progress:

- Creation of newcomer centers and multilingual welcome hubs
- More than **11,000 family and community members** engaged
- **≈1,400 educators** trained in trauma-informed and culturally sustaining practice

“For the first time, my child feels that their story belongs in school.” – Parent

Goal 2: Increase Academic Rigor and Opportunity

Districts implemented bilingual and dual-language programs, literacy interventions, summer bridge academies, and newcomer onboarding supports. These efforts improved attendance, credit attainment, and transitions to higher grade levels. Grantees such as **Medford SD, Jefferson SD, and Woodburn SD** reported strong outcomes in academic readiness and language development.

Statewide progress:

- **≈6,300 Plan Students** received targeted academic support
- **150+ enrichment and bridge sessions** delivered
- Strong credit attainment and graduation support in Medford SD and Jefferson SD
- Expanded bilingual and dual-language curriculum across districts

“Students now see themselves as scholars with pathways forward, not just newcomers trying to catch up.” – Educator

Goal 3: Enhance Social and Emotional Well-being

Students benefited from mentorship, youth leadership programs, and social-emotional learning opportunities that reflected their cultural identities. Grantees including **Portland SD, Phoenix-Talent SD, and Urban League** used culturally specific approaches to help students process trauma, build confidence, and form connections with peers and mentors.

Statewide progress:

- **≈7,500 students** participated in SEL or mental health programming
- **≈1,400 educators** trained in SEL, trauma-informed approaches, and belonging practices
- Youth leadership initiatives expanded through HONEY Inc., Portland SD partners, and Urban League

“Having mentors who spoke our language made school feel like a place we belonged.” –Student

Goal 4: Strengthen Partnerships with Families

Family engagement was a hallmark of IRSSP implementation. Grantees hired bilingual liaisons, interpreters, and outreach coordinators to connect caregivers with schools, early learning programs, and postsecondary resources. Programs led by Adelante Mujeres, IRCO, CAIRO, and Umatilla SD built bridges between families and educators, ensuring that language and immigration status never limited access to education.

Statewide progress:

- Over **200 family engagement events** statewide
- **≈8,000 families** received interpretation or translation access
- More than **50 cross-agency and culturally specific partnerships** established

“Now I understand how to help my child with school—someone finally took the time to explain it in my language.” – Parent

Implementing the IRSSP Goals

IRSSP grantees demonstrated clear progress in implementing the Plan’s four statewide goals:

IRSSP Goal	Key Performance Indicators	Statewide Total (2025)	Examples of Grantee Outcomes
Goal 1	1. Youth served through culturally affirming programs 2. Families and community members engaged 3. Educators trained in inclusive/trauma-informed practices	≈18,000 students ≈11,400 individuals ≈1,400 educators	1. Districts launched Newcomer Centers, multilingual translation systems, and welcome events for newly arrived families. 2. IRCO, Urban League, and Phoenix-Talent SD hosted multilingual resource fairs and cultural celebrations. 3. Woodburn SD trained over 100 secondary teachers on culturally responsive pedagogy.
Goal 2	1. Plan youth receiving direct academic support 2. Enrichment and bridge sessions delivered	≈6,300 Plan Students 150+ sessions	1. Medford SD’s Newcomer Specialists improved graduation outcomes; Umatilla SD supported Seal of Bilingual graduates. 2. Bilingual literacy, STEM tutoring, and summer bridge camps statewide.
Goal 3	1. SEL/mental health participants 2. Educators trained in SEL and well-being practices	≈7,500 students ≈1,000 educators	1. Portland SD’s AYCO partnership and HONEY Inc.’s mentorship circles increased student belonging and resilience. 2. Hood River SD built trauma-informed systems for newcomer transitions.
Goal 4	1. Family engagement events 2. Families receiving interpretation and translation access 3. Culturally specific partnerships established	200+ statewide events ≈8,000 families 50+ partnerships statewide	1. “Know Your Rights” nights, bilingual literacy workshops, and school-base. 2. Parkrose and Phoenix-Talent SD deployed multilingual devices and interpretation hubs. 3. Grantees partnered with IRCO, Adelante Mujeres, Urban League, AYCO, and others to expand culturally grounded outreach.

Alignment with Statutory Objectives

IRSSP grantees advanced nearly all eleven requirements of [ORS 329.849](#) with the following statutory goals*:

- Address the disproportionate rate of disciplinary incidents involving Plan Students compared to all students in the education system;
- Increase parental engagement in the education of Plan Students;
- Increase the engagement of Plan Students in educational activities before and after regular school hours;
- Increase early childhood education and kindergarten readiness for Plan Students;
- Improve literacy and numeracy levels among Plan Students between kindergarten and third grade;

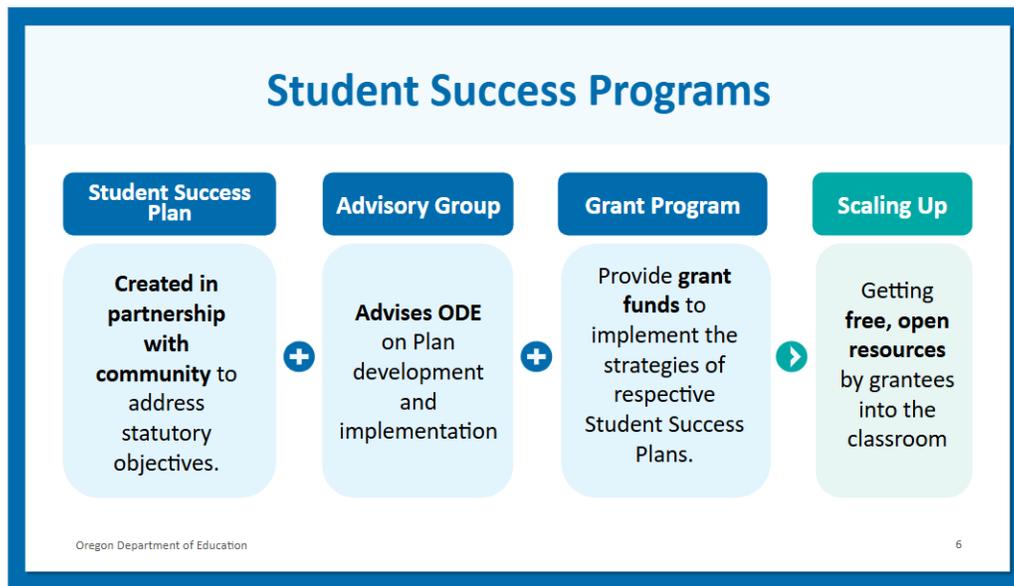
- Support Plan Students as they transition to elementary and middle school and through the high school grades to maintain and improve academic performance;
- Support culturally responsive pedagogy and practices from early childhood through postsecondary education;
- Support the development of culturally responsive curricula from early childhood through post-secondary education;
- Increase attendance of Plan Students in community colleges and professional certification programs;
- Increase attendance of Plan 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.

Statutory Objectives prioritized by Immigrant/Refugee SSP Grantees in 2024-2025*

Grantee	a)	b)	c)	d)	e)	f)	g)	h)	i)	j)	k)
Adelante Mujeres											
ARIO											
CAIRO											
Centennial											
D. Douglas											
Gervais											
Honey											
Hood River											
IRCO											
Jefferson											
KairosPDX											
Medford											
Parkrose											
Phoenix- Talent											
Portland											
Umatilla											
Urban League											
Total	5	15	11	1	5	7	6	5	3	5	4

*The statutory objectives listed here are arranged in a different order from what is listed in SB 1532 to reflect the 2024-2025 grant activities report.

Immigrant/Refugee Student Success Plan Overview



Each Student Success program is built on a three-part structure that is designed to ensure thoughtful development, strong community engagement, and meaningful implementation. The first component is the statewide development and implementation of a Student Success Plan, crafted in partnership with members of the communities it serves.

The second component is the Advisory Group, which provides ongoing guidance to ODE in both the development and implementation of each plan. These groups include community members with lived experience and expertise, education partners who support implementation, and representatives from key state agencies. The third component is the grant program, which provides competitive funding to a wide range of educational partners.

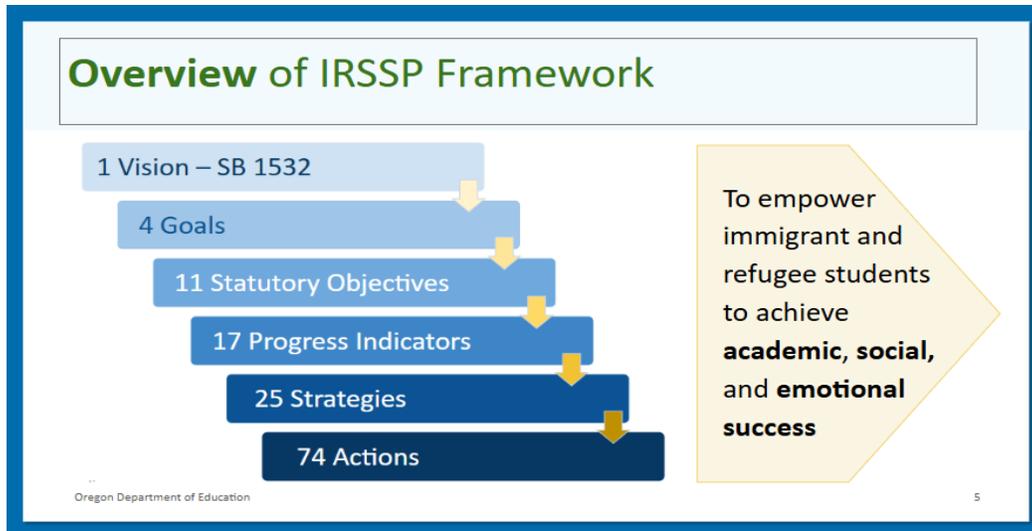
Grant funding plays a critical role in bringing the Student Success Plans to life, implementing programs that apply evidence-based strategies to improve educational outcomes. Their work not only benefits the students in their respective communities but also contributes to broader, statewide learning about what works best to support all students.

Summary of Plan Recommendations and Objectives

IRSSP FRAMEWORK

The Immigrant/Refugee Student Success Plan Framework provides Oregon with a comprehensive, equity-centered, and measurable roadmap for supporting immigrant and refugee student success. Built through extensive community engagement, Task Force collaboration, statewide data analysis, and research-based practices, the IRSSP Framework establishes a long-term roadmap for addressing systemic barriers that Plan Students face, including language acquisition, interrupted education, cultural

adjustment, discrimination, and challenges related to trauma and migration. The Framework is organized into one statewide vision (SB 1532), four interconnected goals, eleven statutory objectives, seventeen statewide progress indicators, twenty-five strategies, and seventy-four detailed actions:



Together, these components establish the statewide conditions necessary for:

- creating inclusive and welcoming school environments,
- increasing academic rigor through culturally and linguistically responsive instruction,
- strengthening social and emotional well-being, and
- building meaningful partnerships with immigrant and refugee families.

The Framework ensures that Oregon’s policy direction, resource allocation, and district-level implementation remain aligned and responsive to the needs identified by immigrant and refugee communities.

Grantee Application of Framework

This table is sourced from grantees’ final report on their activities and programming. It illustrates how grantees incorporated the IRSSP’s framework of strategies and actions to produce measurable data examples.

Goals → Statutory Objectives → Data Examples → Strategies → Actions

Goal 1: Create a Safe and Welcoming School Environment			
Statutory Objective	Data Examples	Strategies	Actions
Increase engagement of Plan Students in before/after school programs	<ul style="list-style-type: none"> • Before/after-school enrollment trends • Participation rates of Recent Arrivers in extended learning 	<ul style="list-style-type: none"> • Expand enrichment offerings • Build partnerships with CBOs 	<ul style="list-style-type: none"> • Fund and staff newcomer clubs and homework centers • Coordinate culturally sustaining youth programs • Provide transportation and

			meals
Increase attendance by creating affirming environments	<ul style="list-style-type: none"> • Attendance growth • Decrease in chronic absenteeism • Improved climate survey results 	<ul style="list-style-type: none"> • Implement trauma-informed welcoming systems • Strengthen newcomer onboarding 	<ul style="list-style-type: none"> • Provide multilingual registration tools • Establish newcomer welcome centers • Train staff on culturally affirming practices
Increase parent/caregiver engagement	<ul style="list-style-type: none"> • Participation in family events • Piloted family conversations 	<ul style="list-style-type: none"> • Improve multilingual communication systems • Build parent leadership pathways 	<ul style="list-style-type: none"> • Host Know Your Rights nights • Hire community liaisons • Train staff on clear language communication

Goal 2: Increase Academic Rigor for Plan Students			
Statutory Objective	Data Examples	Strategies	Actions
Increase early childhood access and kindergarten readiness	<ul style="list-style-type: none"> • Enrollment in ECE • Access to bilingual early learning 	<ul style="list-style-type: none"> • Partner with culturally specific ECE programs • Provide home-language early learning tools 	<ul style="list-style-type: none"> • Outreach to immigrant families for ECE enrollment • Provide home-language literacy materials
Improve literacy & numeracy outcomes	<ul style="list-style-type: none"> • Literacy/numeracy assessment results • Progress of Recent Arrivers 	<ul style="list-style-type: none"> • Use culturally responsive literacy instruction • Provide validated multilingual assessments 	<ul style="list-style-type: none"> • Provide access to Imagine Español, Rosetta Stone • Adopt home-language science and math curriculum
Support transitions (elementary → MS → HS)	<ul style="list-style-type: none"> • Transition event participation • Ninth grade on-track metrics 	<ul style="list-style-type: none"> • Bridge programming • Extend summer learning 	<ul style="list-style-type: none"> • Provide transition camps (Summer Blast) • Align course placement with language needs
Increase postsecondary pathways	<ul style="list-style-type: none"> • Seal of Biliteracy awards (461 Migrant, 263 Recent Arrivers) 	<ul style="list-style-type: none"> • Expand dual credit pathways • Strengthen career-connected learning 	<ul style="list-style-type: none"> • Organize college visits • Provide mentorship and application support

Goal 3: Enhance Social and Emotional Well-being			
Statutory Objective	Data Examples	Strategies	Actions
Reduce disproportionate discipline & increase well-being	<ul style="list-style-type: none"> • PBIS & MTSS data • Reduction in office referrals 	<ul style="list-style-type: none"> • Implement trauma-informed practices • Expand SEL programming 	<ul style="list-style-type: none"> • Staff SEL coaching • Train teachers in trauma-informed strategies • Provide affinity spaces for newcomer students
Increase access to mental health supports	<ul style="list-style-type: none"> • Referrals to culturally specific providers 	<ul style="list-style-type: none"> • Partner with culturally specific mental health orgs 	<ul style="list-style-type: none"> • Contract with AYCO, PMHW, CBO providers

	<ul style="list-style-type: none"> • Participation in SEL programming 	<ul style="list-style-type: none"> • Provide social-emotional check-ins 	<ul style="list-style-type: none"> • Offer after-school SEL mentoring
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Goal 4: Strengthen Partnerships with Families			
Statutory Objective	Data Examples	Strategies	Actions
Increase parent/caregiver engagement	<ul style="list-style-type: none"> • Parent leadership participation • Attendance at family events 	<ul style="list-style-type: none"> • Expand two-way communication systems • Build family leadership structures 	<ul style="list-style-type: none"> • Provide interpretation/translation devices • Host family universities & literacy nights
Provide culturally and linguistically responsive tools	<ul style="list-style-type: none"> • Use of translation devices & communication hubs 	<ul style="list-style-type: none"> • Improve information navigation 	<ul style="list-style-type: none"> • Provide multilingual resource centers • Create simplified intake processes
Strengthen communication & trust	<ul style="list-style-type: none"> • Family Conversations pilot (1,000+ families) 	<ul style="list-style-type: none"> • Expand relational engagement models 	<ul style="list-style-type: none"> • Train educators in relational family engagement • Conduct home visits & newcomer orientations

Cross-Cutting Strategies

Across all four goals, the IRSSP includes a series of cross-cutting strategies essential for systemic impact. These include building educator capacity through professional learning, improving data-sharing and continuous improvement systems, strengthening inter-agency collaborations, and ensuring accessible multilingual communication tools across schools and districts.

Present throughout all matrices → Cross Strategies → Actions

Applies to All Four Goals	
Cross-cutting Strategy	Representative Actions
Build educator capacity	<ul style="list-style-type: none"> • PD in trauma-informed, culturally responsive, and multilingual pedagogy
Use data for continuous improvement	<ul style="list-style-type: none"> • Monitor climate, attendance, progress indicators
Strengthen inter-agency and CBO partnerships	<ul style="list-style-type: none"> • Share resources, co-design supports
Provide multilingual communication across systems	<ul style="list-style-type: none"> • Simplified messaging, website translation, home-language tools

Plan Updates: 2024 - 2025

Community Engagement

Through an analysis of state-level K12 recent arriver data provided by the Office of Research, Assessment, Data, Accountability, and Reporting (RADAR), the geographical spread of the Immigrant/Refugee communities was verified. The IRSSP Coordinators collaborated with Oregon's Kitchen Table to secure meeting sites, advertise the event, and identify additional partners to elicit community feedback. In addition, online meetings were held to accommodate those who were unable to attend the in-person events.

The in-person and online meetings drew over 450 Immigrant/Refugee students, parents, and community leaders. These community conversations were a meaningful collaboration of community, family, and schools and provided a great opportunity to nurture and deepen relationships to understand what students in these communities are navigating. Common themes of needs that arose from these events included the following:

Needs in Schools:

- **Welcoming Environments:** Schools need cultural representation, language assistance, and celebration of diversity through events and communication.
- **Parent Engagement:** Families require accessible resources, staff representation, and flexibility to balance responsibilities.
- **Social Connections:** Peer mentorship and community-building initiatives are essential for students.
- **Grade Level Transitions:** Navigating early childhood enrollment, understanding higher education processes, and addressing documentation barriers.
- **Equity in Resources and Representation:** Rural communities face unique challenges, requiring support and equitable funding.
- **Mental Health:** Inclusion and culturally relevant strategies are vital for reducing isolation and promoting well-being.
- **Dietary Needs and Services:** School meal programs are needed for inclusivity.

Needs in Communities:

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

Plan Implementation

In the year following passage of the legislation, ODE focused on establishing the Advisory Group, developing the Plan, and setting up the mechanisms for distribution of grant funds. With this foundation established, ODE is focused on statewide implementation of the Plan which involves operationalizing

the Plan through:

- Alignment and integration of Plan strategies with other educational or relevant initiatives and offices throughout ODE, and other Oregon agencies, such as the Department of Early Learning and Care, the Youth Development Division, and the Higher Education Coordinating Commission.
- Alignment and implementation of Plan strategies in all Oregon school districts. ODE is working to align objectives and strategies across the different programs and funding sources of the Student Success Act. This will facilitate evaluation of outcomes across programs and shared accountability across the agency.

Advisory Group

Scope

The Advisory Group is legislatively mandated to advise ODE on the development and implementation of the Plan; eligibility criteria and selection processes for IRSSP grant awards; and recommendations related to the adoption of rules by the State Board of Education. In fulfilling this charge, the Advisory Group provides guidance on the Plan design, implementation, evaluation, and continuous improvement, ensuring that the IRSSP remains aligned to community needs and statutory requirements.

Establishing the Advisory Group

ODE launched a public call for applicants to form the inaugural IRSSP Advisory Group. ODE distributed the announcement through the ODE website, GovDelivery, multiple listservs, school districts, and community-based organizations, other state agencies and shared the opportunity through presentations at statewide conferences to ensure broad outreach across communities and age groups, including students. ODE encouraged interested individuals to submit applications by the April 9, 2025, deadline. The Department received 25 applications. A six-member internal review committee evaluated and scored all applications and provided feedback to inform final selections. Based on this process, ODE offered 13 external appointments. In addition, leadership from the Department of Early Learning and Care, the Higher Education Coordinating Commission, and the Youth Development Division designated representative to serve on the Advisory Group, bringing the current total membership to 16 members.

Aligning Student Success Plans

ODE'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, educational 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 ODE 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 ODE, the Department of Early Learning and Care, the Youth Development Division, the Higher Education Coordinating Commission, and the Oregon Health Authority.
- 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 ODE 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. We regularly gather feedback from Our goals in this endeavor are to maintain a robust, replicable, and reliable system of grantmaking and award management from inception to implementation to closeout. Ultimately, we intend 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

Grant Program: 2024-2025

The 2023-2025 biennium saw both accomplishments and challenges in awarding grant funds through the IRSSP Grant Program. The Legislature awarded funding for the Plan in 2024-2025 for a total of \$2,000,000. Grantees collectively leveraged this funding to deliver equitable, culturally responsive programming across Oregon. ODE released the RFA in January of 2025 which aligned with the new IRSSP. Potential applicants were asked to submit applications and describe how their activities aligned with their chosen Success Plan objectives.

Investments resulted in:

- Expansion of newcomer and bilingual educator roles across multiple districts;
- Creation of sustainable district-level systems and resource guides;
- Strengthened partnerships between schools and culturally specific community-based organizations; and
- Direct improvements in student engagement, graduation, and sense of belonging.

ODE received 18 applications from school districts and community-based organizations. All the applications submitted received funding for their projects from March 10, 2025, until June 30, 2025. The number of students served is self-reported by the grantees and reflects the unique nature of each project. Some projects provide more direct services to students and families, while others focus on school-wide professional development and curriculum change.

The combined outcomes demonstrate the statewide impact of Oregon’s investment in immigrant and refugee education under Senate Bill 1532 and the IRSSP. The Plan continues to build the infrastructure necessary to ensure that every newcomer student and family can thrive in Oregon’s schools and communities.

Communities Served by IRSSP Grant Program Initiatives

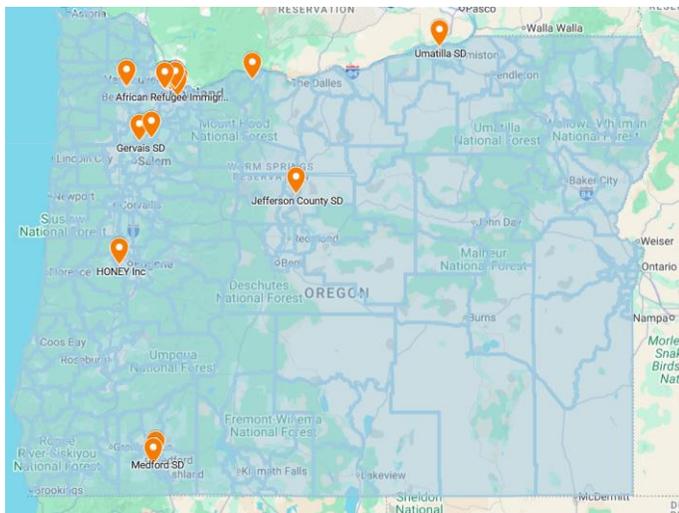


Figure 1. Map of Oregon representing the location of 2024-2025 IRSSP grantees

Figure 1 Interpretation

- **Urban and Rural Reach:** 18 grantees collectively served **over 25 Oregon cities** across **7 counties**, reaching both urban centers (Portland Metro) and rural regions (Hood River, Umatilla, and Jackson counties).
- **Regional Equity:** At least **one grantee operated in every major Oregon region**— Metro, Mid-Valley, Southern, Gorge, and Eastern Oregon, reflecting broad equity in geographic access.
- **Concentrated Immigrant Populations:** The highest program density occurred in

Multnomah, Washington, and Marion counties, which also host the largest newcomer and refugee populations in Oregon.

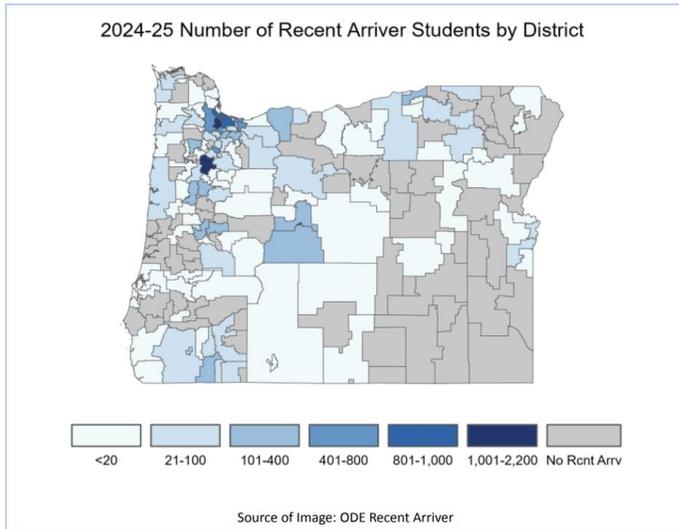


Figure 2: Map of Oregon representing the geographical representation of Recent Arriver Students

Figure 3: Geographic Distribution of IRSSP Impact (2024–2025)

Region	Counties Represented	Cities/Communities Served	# of Grantees Active	Estimated Students Served	Estimated Families Served	Estimated Educators Served
Portland Metro	Multnomah, Washington	Portland, Beaverton, Gresham, Hillsboro, Forest Grove, Cornelius	10	~7,800	~1,900	~800
Mid-Valley / Willamette Valley	Marion	Woodburn, Gervais, Jefferson, Salem	3	~2,300	~700	~250
Southern Oregon	Jackson	Medford, Phoenix, Talent	2	~1,200	~450	~90
Columbia River Gorge	Hood River	Hood River, Cascade Locks	1	~500	~120	~30
Eastern Oregon	Umatilla	Umatilla, Hermiston region	1	~450	~130	~20

Regional/Statewide Partners	Multiregional (IRCO, Urban League)	Cross-county reach through partner networks and resource fairs	2	~1,750	~100	~40
Total (Statewide)	7 Counties	25+ Cities	18	~12,000+	~3,400+	~1,230+

Investment Impacts

Statewide Outcomes

Across the 2023-2025 biennium, IRSSP grantees demonstrated measurable impact in the following statewide IRSSP framework areas:

Safe and Welcoming Environments (Goal 1):

Schools and community partners launched more than 100 family-centered events, including multilingual family nights, newcomer orientations, and cultural celebrations. These gatherings promoted trust, belonging and partnerships between educators and families. Every participating site reported stronger student belonging and family engagement outcomes. Schools introduced newcomer orientation systems and bilingual welcome events. One district noted,

“Families felt very comfortable with their transition to a new school and having a bilingual point of contact.” – Educator

Academic Rigor and Achievement (Goal 2):

Grantees implemented targeted academic supports. Multiple districts documented gains in graduation rates among newcomer students. For example, Medford SD reported that all but one newcomer-senior graduated within four years. Others reported improved literacy outcomes in both English and students’ heritage languages.

“We felt seen and supported for the first time—our language and culture were celebrated, not overlooked.” – Students

Social and Emotional Well-being (Goal 3):

Many grantees embedded trauma-informed and wellness practices into daily instruction. One educator shared,

“We saw students’ confidence soar as they realized school could be a place of belonging, not fear.” – Educator

Family Partnerships (Goal 4):

Districts and CBOs developed new models for family engagement through culturally specific resource fairs, multilingual communications, and community events. Urban League and partner organizations emphasized that,

*“Equitable access to culturally responsive opportunities and support services”
became a central pillar of their outreach.” Educator*

Figure 4: Activity count completed during the 2024-25 grant period by Statutory Objective

Grantee	a)	b)	c)	d)	e)	f)	g)	h)	i)	j)	k)
Adelante Mujeres		1		1		1	2	1		1	
ARIO	1		1			1					
CAIRO	1	1	1								
Centennial		2					1	2		1	
David Douglas		2	1				3	1			
Gervais		1	6			3	1	1			
Honey	1	2				1					
Hood River		3					2	1			1
IRCO		1	4								
Jefferson		1	1			1	3	2			
KairosPDX		3	2								
Medford	1	1							1		
Parkrose	1	2	4						1	2	2
Phoenix-Talent		4	4		1			1		1	
Portland		2	3		1						1
Umatilla					2	2		1			
Urban League		1	5								
Total	5	27	32	1	4	9	12	10	2	5	4

Collective Outcomes

The combined work of the IRSSP grantees also achieved meaningful statewide outcomes:

- **Improved family-school communication** through translation tools, interpreters, and multilingual communication systems.
- **Expanded academic access** through tutoring, literacy interventions, and credit recovery supports.
- **Increase cultural representation** in curriculum and extracurricular programming.
- **Enhanced educator capacity** to serve newcomers with empathy, rigor, and inclusion.
- **Greater sense of belonging** among immigrant and refugee students, reflected in increased participation and engagement data.

Together these accomplishments represent a significant step toward realizing Oregon’s commitment to educational equity for all students, particularly those newly arriving to our schools and communities.

*“This work has changed not just how we serve immigrant and refugee students,
but how we define success for every learner in Oregon.” – Educator*

List of IRSS Grantees 2024-2025 with participation and impact totals

Category	Statewide Total	Notes
Total Youth Served	≈ 18,924	Includes direct participants in academic, social-emotional, and enrichment activities across all K12 and postsecondary programs
Total Plan Youth Served (IRSSP focal students)	≈ 6,304	Includes direct participants in academic, social-emotional, and enrichment activities across all K12 and postsecondary programs
Families / Caregivers and Community Members Served	≈ 11,776	Includes parents, family members and community members who attended workshops, family resource centers, or engagement needs.
Educators / School Staff Trained or Involved	≈ 1,483	Includes teachers, administrators, counselors, and other staff receiving professional learning or participating in cross-agency collaboration.
Community-Based Organization (CBO) Partners	≈ 42	Culturally specific and immigrant-serving organizations statewide supported implementation.
Primary Counties Served	12	See details above.
Cities / School Districts Served	37+ Oregon communities	Reflects urban, suburban, and rural impact

Interpretation

These statewide results demonstrate significant and equitable impact during the inaugural IRSSP grant cycle:

- **Broad Reach:** Over 30,000 individuals (students, families, educators) were directly served.
- **Cross-Sector Collaboration:** 18 grantees—including school districts, CBOs, and advocacy organizations—strengthened Oregon’s educational ecosystem for immigrant and refugee communities.
- **Systems Change:** Professional learning, multilingual communication tools, and family partnership models are now being institutionalized in multiple districts.

Data Integrity: All totals were derived from direct grantee reporting validated through both quantitative tables and narrative evidence

Progress Indicators of Immigrant/Refugee Student Success

The IRSSP creates or expands exemplary programs and develops collaborative practices to address the objectives outlined in the Plan. Progress toward those objectives is measured by the 17 progress

indicators in the table above. Note that each progress indicator is addressed by at least one grantee during the 2024-2025 funding cycle. Grantees in 2024-2025 addressed, collectively, all 17 progress indicators of success. Indicators 7 through 13 were the most addressed, with at least 16 grantees employing key strategies to promote gains in those areas. Indicators 8 through 13 reflect high priorities among grantees.

Key Grantee Activities that Supported Implementation of IRSSP Framework

The following synthesis highlights the primary types of activities implemented across the 18 grantees. These activities illustrate how the IRSSP Framework was operationalized at the local level, driving measurable change for immigrant and refugee students, families, and educators across Oregon.

Creating Safe and Welcoming Learning Environments

Related Framework: Goal 1; SB 1532 (a), (h), (k)

Grantees prioritized inclusive, affirming spaces where immigrant and refugee students feel safe, seen, and supported.

- School districts such as **Centennial**, **Hood River**, and **Parkrose** implemented formal newcomer onboarding systems, multilingual enrollment forms, and cultural orientation materials.
- Community-based organizations including **IRCO**, **ARIO**, and **Urban League** hosted family resource fairs and wellness clinics offering health screenings, rent assistance navigation, and culturally specific meals—reducing barriers to participation.
- **Phoenix-Talent** and **Medford SD** assigned newcomer liaisons to personally accompany families during the enrollment process, building trust and improving student attendance from day one.
- **KairosPDX** and **H.O.N.E.Y. Inc.** established identity-affirming classrooms and mentorship programs for immigrant girls and students of color.

“Our families now see the school as a place of safety and respect, not bureaucracy.” – Educator

Increasing Academic Rigor and Learning Opportunities

Related Framework: Goal 2; SB 1532 (b), (d), (e), (f), (g), (j)

Academic success was advanced through targeted literacy, tutoring, and credit-recovery programs.

- **Umatilla SD** and **Woodburn SD** expanded dual-language and bilingual instructional resources, ensuring equitable access to grade-level content.
- **CAIRO** and **Adelante Mujeres** provided after-school tutoring and bilingual literacy programming that improved both English and home-language fluency.
- **Medford SD** supported over 100 high school students with college and career advising; nearly all twelfth-grade newcomers graduated within four years.
- **Portland Public Schools** developed a district-level framework for newcomer success and launched a professional learning series on culturally sustaining pedagogy for multilingual learners.

- Grantees leveraged summer and after-school programs—such as **Phoenix-Talent’s Summer Blast**—to bridge academic gaps, particularly in reading and math proficiency.

“Students now see themselves as scholars with pathways forward, not just newcomers trying to catch up.” – Educator

Enhancing Social and Emotional Well-being

Related Framework: Goal 3; SB 1532 (a), (e), (f), (h)

Across districts and community programs, social-emotional supports were woven into instruction and youth programming.

- **ARIO** implemented trauma-informed wellness circles for refugee youth and parents who were processing displacement experiences.
- **H.O.N.E.Y. Inc.** and **Urban League** offered mentorship programs combining academic guidance with cultural identity-building and emotional support.
- **IRCO** provided case management, mental health referrals, and peer group mentoring for students adjusting to new school environments.
- Districts such as **Hood River** and **Gervais** created bilingual family liaisons who offered home visits and check-ins, fostering relational care.

“For the first time, I felt like someone understood what our family went through—and that we belong here.” – Student

Strengthening Family and Community Partnerships

Related Framework: Goal 4; SB 1532 (a), (b), (h), (k)

Family engagement stood as one of the most impactful IRSSP outcomes.

- € **David Douglas, Centennial, and Gervais SD** built multilingual communication systems to connect families with academic and social resources.
- € **Adelante Mujeres and KairosPDX** facilitated parent leadership academies, enabling families to participate in school governance and policy conversations.
- € **Urban League and IRCO** co-led regional partnership convenings with districts, aligning shared goals and resource-sharing protocols across multiple counties.
- € **Woodburn SD** institutionalized family partnerships through districtwide resource guides and translated onboarding materials.

“Parents became active co-educators—no longer guests in their children’s education, but partners.” – Parent

Building Educator and Institutional Capacity

Related Framework: Goals 1–4; SB 1532 (f), (g), (k)

Several grantees moved beyond direct service delivery to build long-term district capacity:

- **Woodburn SD**'s professional learning series reached 105 educators across three schools, embedding trauma-informed and culturally responsive practices.
- **Medford SD** and **Portland SD** institutionalized newcomer frameworks that will remain in place beyond the grant period.
- **Jefferson SD** introduced data-driven systems for monitoring newcomer progress, using shared tools to inform instruction and resource allocation.
- **Hood River** and **Centennial** developed replicable training materials for onboarding new staff and supporting long-term sustainability.

“This work now lives in our systems, not just in individuals.” – Educator

Advancing Statewide Coordination and Alignment

Related Framework: *Cross-alignment; SB 1532 (k)*

Finally, the IRSSP cohort made significant strides in statewide coherence.

- Grantees actively collaborated through ODE-led advisory groups, regional summits, and shared data platforms.
- Partnerships with Migrant Education, Early Learning, and ELD programs ensured the Plan aligned with other statewide education plans.
- The emerging network of culturally specific organizations and school districts now forms a sustainable foundation for future policy implementation and cross-sector coordination.

Summary

The IRSSP was established to ensure that Oregon’s immigrant and refugee students, families, and communities experience equitable access to high-quality educational opportunities across the P-20 continuum. During the 2023–2025 biennium, ODE awarded competitive grants to 18 school districts and community-based organizations implementing the Plan. Collectively, these grantees served thousands of immigrant and refugee students and families across urban, suburban, and rural regions of the state including multilingual communities representing multiple countries of origin.

The grantees implemented activities that aligned with the statutory priorities of Senate Bill 1532 (2024) (ORS 329.849), including increased parent communication, improved literacy and numeracy, strengthened student transitions, culturally responsive pedagogy and enhanced attendance and belonging for immigrant and refugee students from early learning through postsecondary pathways.

Grantees demonstrated that community-rooted partnerships are essential to immigrant and refugee student success. Through family engagement, educator training, trauma-informed practices, and academic enrichment, the IRSSP grant program advanced all four of its statewide goals and met multiple statutory requirements of Senate Bill 1532 (2024).

These investments have yielded not only immediate improvements in student and family experiences but also sustainable systems within districts and communities that ensure equity, access, and belonging for years to come.

“The IRSSP is not just a grant—it is a bridge between Oregon’s schools and the families who have newly chosen this state as home.” – Educator

Looking Forward to the 2025-2027 Biennium

Grant Program Funding Updates

For the 2025-2027 biennium, the Office of Equity, Diversity, and Inclusion (OEDI) is seeking to sustain and expand culturally responsive systems, instructional supports, and family engagement models developed during the pilot phase. Funding for Student Success Plans were dramatically reduced for the 2025–2027 biennium. Though the IRSSP maintained \$2M in funding, this was due only to language providing the appropriation in the original bill text. Additionally, it was anticipated that the IRSSP would see increased funding in the 25-27 biennium based on former Student Success Plan implementation. Anticipated enhancements to improve statewide coordination, longitudinal data tracking, and outcome measurement are still being undertaken by Plan coordinators, however with decreased funding the IRSSPs reach will be limited. Several statewide initiatives are currently underway to better support Immigrant and Refugee students and families in the current political climate. Reduction in funding to ODE’s primary service vehicle for this population has led to concern about the state’s commitment to supporting these communities. Given that the IRSSP is the newest of the Student Success Plans, it is important to demonstrate the state’s commitment to the longevity and funding of the plan to attract engagement from the community.

ODE looks forward to continued collaboration with the Oregon State Legislature to align future appropriations with the recommendations outlined in the IRSS Plan. Expanded funding will allow ODE to deepen technical assistance, support grantee capacity-building, and ensure greater consistency in access to culturally responsive programming for Oregon’s immigrant and refugee students.

Advisory Group

In the 2025-2027 biennium, the Advisory Group will play a critical role in shaping the direction, structure, and accountability of the IRSSP. Members have already begun to contribute their expertise in several key areas:

Plan and Policy Development

- 1) Began providing ongoing feedback on the drafting and refinement of the Interim IRSSP, including vision, goals, progress indicators, strategies and actions.
- 2) Advised ODE on emerging community needs and culturally responsive considerations to ensure the Plan reflects the lived experience, statewide representation, and alignment with SB 1532.

Legislative Report Review

- 3) Reviewed and provided targeted feedback on the 2026 IRSSP Legislative Report draft.
- 4) Recommended improvements to ensure transparent and meaningful reporting to the Legislature and community partners.
- 5) Advised on presentation of statewide outcomes, data interpretation, and framing of progress toward statutory objectives.

Grant Program Development and Selection

- Participated in the development and refinement of the 2025–2027 IRSSP RFA, including:
 - Reviewing and editing grant application questions
 - Ensuring clarity and alignment with the Plan’s goals, strategies, and statutory objectives
 - Strengthening equity-oriented guidance for applicants
- Served as grant evaluators for the 2025–2027 IRSSP grant cycle, scoring applications and participating in deliberations to ensure a transparent, community-informed, and legislatively aligned selection process.

Continuous Feedback and Community Insight

- 6) Provided feedback based on community conditions, local contexts, and needs identified across regions of the state.
- 7) Offered guidance on how IRSSP implementation can better support newcomer students, multilingual learners, and families navigating Oregon’s school systems.
- 8) Identified priority focus areas such as educator training, translation and interpretation access, newcomer onboarding, and expanded family engagement.

Meetings and Engagement

Since September 2025, the Advisory Group has met monthly during the school year (excluding December). Meetings are structured to maintain an open, collaborative process that encourages shared problem-solving and collective responsibility. Each session includes updates from ODE, policy and data review, discussion of implementation challenges, and opportunities to co-develop recommendations that strengthen student outcomes across all academic indicators.

Focus Area Projects

During the IRSS Advisory Group’s Annual Retreat in October 2025, members prioritized several key focus areas aligned with the statewide IRSSP goals and the statutory elements of SB 1532. These focus areas are to collaboratively develop a system to identify and scale best practices across the state. Members will explore grantee success stories, resource gaps, and policy implications within each statutory objective. These focus areas and priorities collectively ensure that the IRSSP remains responsive, community- driven, and anchored in both legislative intent and local innovation:

- **Data and Evaluation:** Developing strategies to better measure the impact of culturally responsive and trauma-informed practices for immigrant and refugee students.
- **Resource Exemplars:** Collecting high quality resources from our grantees and building a library of resources to share statewide through our partner network.
- **Professional Learning:** Identifying effective models for training and technical assistance that build staff capacity and sustainability.
- **Community and Family Engagement:** Designing frameworks to strengthen family-school partnerships, improve communication with limited-English-proficient families, and expand parent leadership development opportunities.

- **Cross-Plan Alignment:** Collaborating with other Student Success Plan coordinators to build cohesive approaches to equity-centered education across ODE.



IRSS Advisory Group members at the annual in-person retreat October 2025.

Grant Selection and Extension

Following a successful two-year implementation phase that concluded June 30, 2025, OEDI announced the opening of a new RFA on October 13, 2025, to identify the next cohort of grantees.

The selection process prioritizes:

- Programs demonstrating measurable student and family outcomes aligned with the Plan’s four goals and SB 1532 statutory priorities;
- Sustainable, collaborative partnerships between school districts and culturally specific community-based organizations;
- Innovation in family engagement, bilingual education, and educator professional learning; and
- Geographic and cultural diversity to ensure equitable statewide representation.

Grantees that demonstrate effective implementation practices may be eligible for continuation or expansion funding, contingent upon available legislative appropriations and demonstrated impact. Extension opportunities will focus on programs that build infrastructure for sustainable newcomer and refugee student support.

2026-2028 Current Grant Program

The deadline to receive applications was December 1, 2025. A total of 80 eligible applications were received requesting \$29M in funding. All evaluations are expected to conclude on January 16, 2026. On February 4, 2026, IRSSP will award \$3M in grant funding to grantees across all regions of the state. and intentionally during 2024 to align legislation with emerging themes relevant to the immigrant and refugee student population in the development of the Interim IRSSP, which provided the foundation for grant implementation and data collection during the pilot period.

Over the next biennium, the IRSSP Team along with the Advisory Group will finalize the comprehensive Immigrant/Refugee Student Success Plan, integrating data and best practices from the first statewide cohort of grantees. The final plan will include measurable performance indicators, guidance for regional implementation, and culturally responsive frameworks co-developed with community partners. The IRSSP team will continue to engage with stakeholders, including educators, administrators, parents, and community-based organizations to ensure that the plan remains responsive to evolving community needs and Oregon's shifting demographic landscape.

Appendix A: Plan Timeline

This timeline shows key milestones of the Immigrant/Refugee SSP from inception to present time:

March 2024 Senate Bill 1532 passed directing ODE to establish the IRSSP as Oregon’s roadmap for ensuring that immigrant and refugee students thrive academically, socially, and emotionally in safe, inclusive learning environments from early learning through postsecondary education.

April – June 2024 Temporary Rule Engagement as ODE engaged with existing Student Success Plan advisory groups. In June, ODE went before ORCA with a draft of temporary rules.

June 2024 ODE presented the IRSSP temporary rules for adoption by the State Board of Education.

August 2024 Two IRSSP Coordinators began their positions at ODE at the end of the month.

October - December 2024 ODE convened a task force and gathered community voices from across the state to develop the interim SSP and presented their findings to the SBE.

December 2024 The interim IRSSP was completed while permanent OARS were presented to the SBE and passed on December 5, 2024.

January 2025 First Grants in Aid: ODE opened 2 Request for Applications (RFA) to solicit grantees aligned to the interim IRSSP to expend \$2 million in Grants in Aid for the remaining 2024-25 school year.

- Cohort 1A: Awarded up to \$150,000 to school districts serving recent arriver students, with all 5 Oregon regions represented.
- Cohort 1B: Awarded up to \$50,000 to community-based organizations currently serving recent arriver students, with all 5 Oregon regions represented.

September 2025 The IRSS Advisory Group was established and monthly meetings began.

October 2025 Second Grants in Aid: Second RFA released with awards up to \$200,000 to eligible organizations for 2025-2027, and up to \$200,000 for 2027-2028, with all 5 Oregon regions represented.

November - December 2025 Increased cross-agency and department partnerships through listening sessions. Conducted Legislative Report and Interim IRSSP feedback. RFA deadline closed December 1, 80 eligible applications received, and 42 grant evaluators trained.

Appendix B: 2024-2025 Grantee Funding

List of IRSS Grantees 2024-2025 by type with funding allocations.

Grantee	Grantee Type	2024-2025 Award
Adelante Mujeres	Community-based organization	\$50,000
ARIO	Community-based organization	\$50,000
CAIRO	Community-based organization	\$50,000
Centennial SD	School district	\$150,000
David Douglas SD	School district	\$150,000
Gervais SD	School district	\$150,000
HONEY Inc.	Community-based organization	\$50,000
Hood River SD	School district	\$150,000
IRCO	Community-based organization	\$50,000
Jefferson County SD	School district	\$150,000
KairosPDX	Community-based organization	\$50,000
Medford SD	School district	\$150,000
Parkrose SD	School district	\$150,000
Phoenix-Talent SD	School district	\$150,000
Portland SD	School district	\$150,000
Umatilla SD	School district	\$150,000
Urban League	Community-based organization	\$50,000
Woodburn SD	School district	\$150,000

Appendix C: 2024-2025 Grantee Profiles and Project Summaries

List of IRSS Grantees 2024-2025 with primary cities, counties and program focus.

Grantee Name	Primary Cities Served	Primary Counties Served	Program Focus
Adelante Mujeres	Forest Grove, Cornelius, Hillsboro, Beaverton	Washington	Early learning, family engagement, bilingual literacy; outreach across Western Washington County.
ARIO	Portland, SE Portland	Multnomah County	Homework clubs, literacy programs, Burmese and Karen community outreach.
CAIRO	Portland, Beaverton, Gresham	Multnomah, Washington	Youth leadership, civic engagement, SEL for African immigrant and refugee youth.
Centennial	Portland, Gresham	Multnomah	Newcomer and English learner supports in K12 schools.
David Douglas SD	Portland	Multnomah	Newcomer and emerging multilingual student supports, family engagement events.
Gervais SD	Gervais	Marion	Bilingual outreach, family university, ELD supports for newcomer students.
HONEY Inc.	Portland, Gresham	Multnomah	Mentorship, youth empowerment, and social-emotional learning supports for immigrant girls and families.
Hood River SD	Hood River, Cascade Locks	Hood River	Newcomer transitions, trauma-informed practices, dual language supports.
IRCO	Portland, Beaverton, Hillsboro, Salem, Gresham	Multnomah, Washington, Marion	Multilingual newcomer education, after-school tutoring, and family engagement.
Jefferson County SD	Jefferson	Marion	Family engagement, newcomer support, ELD program coordination.
KairosPDX	Portland (N. and NE Portland)	Multnomah	Bilingual literacy, access to translation tools, and family-school communication.
Medford SD	Medford	Jackson	Newcomer onboarding, academic success tracking, graduation and postsecondary access.
Parkrose SD	Portland	Multnomah	Culturally responsive tutoring, bilingual interpretation systems, and newcomer family supports.
Phoenix-Talent SD	Phoenix, Talent	Jackson	Newcomer breakfast clubs, Summer Blast programs, attendance interventions.
Portland SD	Portland	Multnomah	Family Resource Centers, summer learning, culturally specific partnerships (AYCO, Latino Network, PMHW).
Umatilla SD	Umatilla, Hermiston	Umatilla	Dual language materials, newcomer literacy supports, Imagine Español implementation.
Urban League	Portland, Beaverton, Salem	Multnomah, Washington, Marion	Resource fairs, Youth Leadership Academy, culturally specific case management.
Woodburn SD	Woodburn	Marion	Districtwide PD on culturally responsive practices, administrator learning walks, newcomer guidance resources.

Adelante Mujeres

SB 1532 Alignment: (a), (c), (d), (f), (h) **Focus:** Early learning, family engagement, bilingual literacy, and newcomer support.

Adelante Mujeres expanded its long-standing *Escuela Adelante* model to provide bilingual early childhood education and parent engagement programming for immigrant and refugee families in Washington County. The organization strengthened family-school connections by offering culturally responsive literacy activities and leadership training for immigrant parents.

Impact Quote: *“Parents began to see themselves as their child’s first teacher—someone whose voice truly matters in the school.”*

Programs Supported:

- Chicas Youth Development Program (Grades 3–12)
- Escuela Adelante Early Childhood Education (Ages 6 weeks–5 years)
- Parent Leadership and Family Engagement Series
- Bilingual Family Literacy Workshops

Goal Alignment:

- *Goal 1:* Created inclusive early learning spaces rooted in cultural affirmation.
- *Goal 3:* Provided family wellness and parenting education workshops.
- *Goal 4:* Increased parental engagement and leadership participation.

ARIO (African Refugee and Immigrant Organization)

SB 1532 Alignment: (a), (b), (e), (f), (h) **Focus:** Family engagement, youth mentoring, and access to culturally responsive services.

ARIO provided wraparound services to African immigrant and refugee families, including trauma-informed counseling, family navigation support, and youth mentorship. The organization partnered with local schools to identify newcomer students needing social-emotional and academic support.

Impact Quote: *“For many parents, this was the first time someone asked about both their child’s education and their own well-being.”*

Programs Supported:

- Youth Mentorship and Academic Support Program
- Family Wellness and Engagement Workshops
- Culturally Responsive Parent Resource Navigation

- Leadership Development and Advocacy Trainings

Goal Alignment:

- Goal 1: Built culturally responsive trust networks for refugee families.
- Goal 3: Implemented trauma-informed wellness circles.
- Goal 4: Supported parent advocacy in educational settings.

CAIRO (Center for African Immigrants and Refugees of Oregon)

SB 1532 Alignment: (a), (b), (e), (f), (i), (j) **Focus:** Academic enrichment, social-emotional learning (SEL), and family wellness.

CAIRO strengthened after-school academic programming and career exploration for African youth, pairing students with bilingual mentors and community role models. The program promoted educational persistence and leadership among high school students and their families.

Impact Quote: *“Our mentors help students believe they belong in college lecture halls, not just classrooms.”*

Programs Supported:

- Space Agents Youth Leadership Initiative
- Academic Enrichment and SEL Workshops
- Family Empowerment and Parental Involvement Seminars
- Community Outreach and Wellness Support

Goal Alignment:

- Goal 1: Fostered belonging through culturally specific youth spaces.
- Goal 2: Provided tutoring and college preparation support.
- Goal 4: Engaged parents through multilingual family events.

Centennial School District

SB 1532 Alignment: (a), (e), (f), (g), (h) **Focus:** Newcomer student support, academic transitions, and language development.

Centennial SD developed structured newcomer intake systems, trained staff in culturally responsive practices, and enhanced collaboration between ELD teachers and counselors. The district also hosted multilingual family nights to connect families with community services.

Impact Quote: *“Having a plan for new families meant no student started the year feeling invisible.”*

Programs Supported:

- Newcomer Welcome Center
- Family Resource Liaison Program
- Bilingual Communication Tools and Language Access Systems
- Teacher Collaboration and Language Acquisition Training

Goal Alignment:

- Goal 1: Improved newcomer onboarding with interpreters and cultural liaisons.
- Goal 2: Supported English Learner academic progression.
- Goal 4: Increased family access to district resources.

David Douglas School District

SB 1532 Alignment: (a), (d), (f), (h) **Focus:** Bilingual student support, graduation readiness, and family-school engagement.

David Douglas SD used IRSSP funds to employ bilingual family liaisons who provided translation, navigation, and academic outreach to newcomer families. The district also implemented family literacy events and school-based cultural celebrations.

Impact Quote: *“Families feel seen when the school calls them in their own language.”*

Programs Supported

- Newcomer Onboarding and Orientation Program
- Bilingual Family Engagement Events
- Graduation Counseling and Postsecondary Readiness
- Culturally Responsive Instructional Training

Goal Alignment:

- Goal 1: Created welcoming spaces across school campuses.
- Goal 3: Supported student belonging through cultural affirmation.
- Goal 4: Strengthened home-school partnerships.

Gervais School District

SB 1532 Alignment: (a), (c), (e), (f), (h) **Focus:** Strengthening newcomer onboarding, language access, and family-school partnerships.

Gervais SD built bilingual communication systems and created “Welcome to Gervais” resource packets for newcomer families. The district hosted parent engagement events to build trust between families and educators.

Impact Quote: *“Parents who once hesitated to enter the school now volunteer for events and mentor others.”*

Programs Supported

- Newcomer Student Profile and Enrollment Toolkit
- Family Engagement Liaison Program
- First-Language Assessment Implementation
- Educator Collaboration for Newcomer Success

Goal Alignment:

- Goal 1: Fostered community belonging.
- Goal 4: Promoted parent voice in education.

H.O.N.E.Y. Inc.

SB 1532 Alignment: (a), (b), (f), (h), (i) **Focus:** Youth empowerment, mentorship, and wraparound family services.

H.O.N.E.Y. Inc. offered culturally grounded leadership programs for young women, focusing on self-advocacy, education, and community engagement. Sessions combined mentoring with arts-based wellness practices and academic guidance.

Impact Quote: *“We teach our girls that leadership can look like listening—and that their stories matter.”*

Programs Supported

- Youth Mentorship and Empowerment Program
- Family Support and Navigation Services
- Culturally Responsive Leadership Development
- Parent Engagement and Advocacy Workshops

Goal Alignment:

- Goal 1: Created identity-affirming environments.
- Goal 3: Strengthened emotional well-being through mentorship.
- Goal 4: Expanded family participation in youth development.

Hood River School District

SB 1532 Alignment: (a), (c), (d), (e), (f), (h) **Focus:** Professional learning, inclusive instruction, and newcomer family support.

Hood River SD established a newcomer support framework, combining first-language literacy development and social-emotional onboarding. The program also supported family-school connection through bilingual staff and home visits.

Impact Quote: *“Our newcomers are no longer guests—they are part of the fabric of the school.”*

Programs Supported

- Professional Development for Educators on Newcomer Support
- Multilingual Learner Instructional Strategies Training
- Family Engagement and Communication Improvement Tools
- Bilingual Onboarding Process for New Students

Goal Alignment:

- *Goal 1: Provided smooth, dignified transitions for new arrivals.*
- *Goal 2: Supported dual-language academic growth.*
- *Goal 3: Addressed trauma-informed newcomer needs.*

IRCO (Immigrant and Refugee Community Organization)

SB 1532 Alignment: (a), (b), (e), (f), (h), (k) **Focus:** Academic support, youth leadership, and cross-cultural family engagement.

Impact Quote: *“IRCO helps families turn confusion into confidence.”*

Programs Supported

- School-Based Academic Enrichment and Tutoring
- Family Resource Navigation Services
- Newcomer Engagement Events
- Youth Leadership and Mentorship Programs

Goal Alignment:

- Goal 1: Enhanced family trust and system access.
- Goal 2: Provided academic enrichment.
- Goal 3: Supported student resilience and well-being.
- Goal 4: Deepened community-school partnerships.

Jefferson School District

SB 1532 Alignment: (a), (d), (e), (f), (g) **Focus:** Academic transitions, bilingual instruction, and professional development.

Jefferson SD enhanced bilingual instructional supports and introduced a data-informed process for newcomer student placement. Staff received training in trauma-informed instruction and culturally responsive engagement.

Impact Quote: *“Teachers now feel equipped to meet students where they are—linguistically and emotionally.”*

Programs Supported

- Early Literacy and Numeracy Development
- Academic Bridge Support for Newcomers
- Dual Language Curriculum Enhancement
- Teacher Professional Development Series

Goal Alignment:

- Goal 1: Supported inclusive classrooms.
- Goal 2: Increased rigor for English learners.
- Goal 4: Built stronger communication with immigrant families.

KairosPDX

SB 1532 Alignment: (a), (c), (d), (f), (g), (h) **Focus:** Cultural connection, student identity development, and early literacy.

KairosPDX expanded access to early learning and family literacy supports for Black and immigrant families. Professional development sessions focused on anti-bias instruction and affirming learning environments.

Impact Quote: *“Representation in the classroom builds trust—students see their culture valued.”*

Programs Supported

- Family Literacy and Engagement Nights
- Identity-Based Student Enrichment Activities
- Bilingual Curriculum Development
- Teacher Collaboration on Culturally Sustaining Pedagogy

Goal Alignment:

- Goal 1: Welcoming spaces for early learners.
- Goal 3: Social-emotional skill building through affirming curriculum.

- Goal 4: Family empowerment through parent leadership sessions.

Medford School District

SB 1532 Alignment: (a), (b), (e), (f), (i), (j) **Focus:** Newcomer support, graduation readiness, and comprehensive family services.

Medford SD hired newcomer family liaisons and multilingual success specialists who provided family navigation and graduation counseling. Nearly all twelfth-grade newcomer students graduated within four years, with some earning college credit.

Impact Quote: *“Families felt comfortable from day one—having a bilingual point of contact made all the difference.”*

Programs Supported

- Newcomer Family Liaison Program
- Newcomer Success Specialist Positions
- Graduation and Postsecondary Planning Services
- Family Events for Newcomer and Migrant Communities

Goal Alignment:

- Goal 1: Improved student and family onboarding.
- Goal 2: Strengthened academic and career pathways.
- Goal 3: Fostered confidence and belonging.
- Goal 4: Engaged families in student success.

Parkrose School District

SB 1532 Alignment: (a), (d), (f), (g), (h) **Focus:** Building family trust, community partnerships, and student belonging.

Parkrose SD integrated culturally sustaining pedagogy into classroom instruction and hosted multilingual family engagement nights. Collaboration with CBOs enhanced access to social services for newcomer families.

Impact Quote: *“When students see their home languages celebrated, their confidence blooms.”*

Programs Supported

- Family Resource Center Coordination

- Bilingual Outreach and Translation Access
- School-Based Family and Youth Events
- Community Partnership Expansion

Goal Alignment:

- Goal 1: Built culturally affirming classrooms.
- Goal 2: Increased engagement and achievement for multilingual learners.
- Goal 4: Strengthened family trust.

Phoenix-Talent School District

SB 1532 Alignment: (a), (b), (f), (h) **Focus:** Academic transitions, expanded learning, and family engagement.

Phoenix-Talent SD developed newcomer support systems in collaboration with Migrant Education. The district provided counseling, translation, and connection to housing and wellness resources.

Impact Quote 1: “Our bilingual liaison helped families see school as a partner, not a barrier.”

Impact Quote 2: “Seeing people who look like me... made me feel like maybe I can too.”

Programs Supported

- Newcomer Breakfast Clubs
- Summer Blast Academic Bridge Program
- Family Engagement Workshops
- Attendance Intervention and Communication Tools

Goal Alignment:

- Goal 1: Created welcoming community networks.
- Goal 3: Supported mental health and family stability.
- Goal 4: Strengthened parent engagement in academic life.

Portland Public Schools

SB 1532 Alignment: (a), (d), (f), (g), (h), (k) **Focus:** Inclusive instruction, newcomer integration, and educator professional learning.

Portland SD created a district-level newcomer support framework and staffed cultural liaisons across multiple schools. The district also collaborated with CBOs to expand language access, family academies,

and student leadership opportunities.

Impact Quote: *“Families know there is always someone who will listen—and in their language.”*

Programs Supported

- Newcomer Support Framework Development
- Professional Learning Communities for Educators
- Family Engagement and Translation Services
- Inclusive Classroom Resource Development

Goal Alignment:

- Goal 1: Institutionalized welcoming systems.
- Goal 2: Promoted equity-driven academic supports.
- Goal 4: Deepened district-wide family engagement.

Umatilla School District

SB 1532 Alignment: (a), (d), (e), (f), (g) **Focus:** Bilingual instruction, credit recovery, and dual-language literacy.

Umatilla SD used IRSSP funds to employ bilingual staff and purchase Spanish-language instructional materials. The district supported two immigrant students to graduate, one earning the Oregon Seal of Biliteracy.

Impact Quote: *“Language became a bridge, not a barrier.”*

Programs Supported

- High-Intensity Credit Recovery Instruction
- Spanish-Language Curriculum Implementation
- Imagine Español Literacy Program
- Dual Language Staff In-Service Training

Goal Alignment:

- Goal 2: Strengthened academic rigor through dual-language instruction.
 - Goal 3: Promoted student confidence and well-being.
 - Goal 4: Engaged immigrant families through bilingual communication.
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Urban League of Portland

SB 1532 Alignment: (a), (b), (e), (f), (h), (i), (j) **Focus:** Youth leadership, family stability, and community empowerment.

The Urban League and its partners (SACCO, MET, WIB, and AYCO) implemented Youth Leadership Academies, resource fairs, and culturally specific wellness initiatives. The partnership reached hundreds of immigrant and refugee families across the Portland metro area.

Impact Quote: “If not for MET, I would not be the person I am today.”

Programs Supported

- Youth Leadership Academy (YLA)
- Family Services and Case Management
- Community Resource Fairs and Outreach Events
- Culturally Specific Health and Wellness Programming

Goal Alignment:

- Goal 1: Culturally responsive community convenings.
- Goal 3: Holistic support for youth well-being.
- Goal 4: Strengthened family and community trust.

Woodburn School District

SB 1532 Alignment: (a), (d), (e), (f), (g), (h), (k)

Focus: Educator professional development, instructional alignment, and newcomer resource creation.

Woodburn SD provided three days of professional development for over 100 teachers and administrators focused on culturally responsive and trauma-informed practices. The district also created a newcomer guidance resource to institutionalize best practices.

Impact Quote: “Now our expertise lives beyond individuals—it’s part of the system.”

Programs Supported

- Professional Learning for Educators (Grades 6–12)
- Administrator Learning Walks for Instructional Leadership
- Newcomer Guidance and Educator Resource Toolkit
- Collaboration with Educational Northwest (EDNW) for Culturally Responsive Practices

Goal Alignment:

- Goal 1: Improved inclusive practices.
- Goal 2: Strengthened instructional rigor for multilingual learners.

- Goal 3: Built staff capacity for social-emotional awareness.
- Goal 4: Enhanced systems for family partnership and continuity.

- Qualitative stories and quotes were coded by goal alignment to confirm which outcomes supported which statewide objectives.

- **Categorical Alignment**
 - Each reported activity was mapped to one or more of the IRSSP statutory and plan goals:
 - Goal 1: Safe & Welcoming Environment
 - Goal 2: Academic Rigor
 - Goal 3: Social-Emotional Well-being
 - Goal 4: Family Partnerships
 - Activities were further analyzed against Senate Bill 1532 (2024) statutory elements (parent engagement, early learning, literacy/numeracy, transitions, and attendance).

- **Statewide Roll-Up**
 - Final statewide totals were aggregated across all 18 grantees.
 - Approximate totals were rounded to the nearest hundred for presentation clarity