



# Native Hawaiian Pacific Islander Student Success

## 2026 Biennial Report to the Oregon Legislature

Office of Equity, Diversity, and  
Inclusion Initiatives

February 2026



OREGON  
DEPARTMENT OF  
EDUCATION

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## Executive Summary

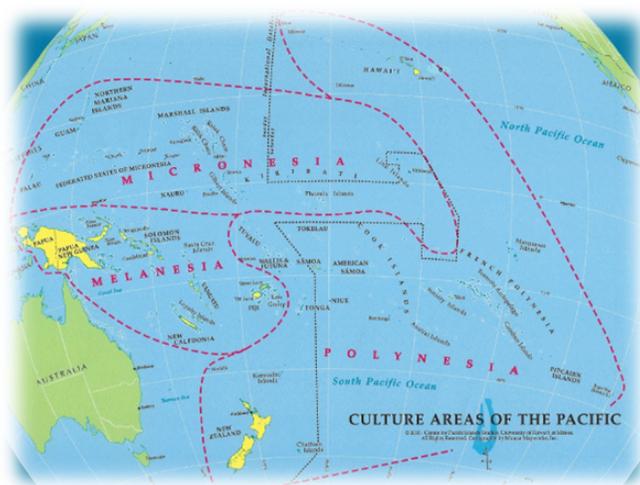
The [Native Hawaiian/Pacific Islander \(NHPI\) Student Success Plan \(Plan\)](#) is a statewide initiative administered by the Oregon Department of Education (ODE) and driven by Native Hawaiian and Pacific Islander community leaders to improve outcomes for NHPI learners from early learning through postsecondary education. Rooted in cultural values, intergenerational knowledge, and strong community partnership, the Plan recognizes the diverse histories and strengths of NHPI communities across Oregon. It's purpose is clear: to build an educational system that uplifts, affirms, and provides equitable pathways for NHPI students to thrive.

### *Advancing Equity for NHPI Learners*

In alignment with [House Bill \(HB\) 3144 \(2023\)](#) and [Oregon Revised Statute \(ORS\) 329.849](#), ODE developed and began implementing a comprehensive statewide plan shaped by the voices and priorities of NHPI students and families. Historically, NHPI communities—whose roots span Melanesia, Micronesia, and Polynesia—have been grouped with Asian populations in state data systems. This misclassification has obscured NHPI experiences and limited targeted investment, reinforcing the need for accurate representation in policy and decision-making.

Community leadership guided every stage of the Plan. ODE convened an advisory group of NHPI community members, education partners, and community-based organizations to support rulemaking, grant development, and implementation. ODE also awarded 15 grants to early learning providers, school districts, ESDs, higher education institutions, and community-based organizations to advance the Plan's strategies. During the 2024–25 school year, these grantees reached more than 2,900 NHPI students through culturally grounded, community-informed programming aligned with the Student Success Plan's vision. Projects included afterschool clubs, family engagement events, mentoring initiatives, leadership development, and efforts to strengthen language and culture. NHPI community advocates voice that such programs are a critical bridge for the academic success for their historically disenfranchised communities.

This work marks a historic milestone not only for Oregon's NHPI communities, but for the Country. For the first time, the state has dedicated resources, administrative rules, and



*Figure 1. Map of the Pacific Ocean with water regions that show Pacific Islander boundaries.*

statewide structures specifically designed to support NHPI learners and honor their linguistic and cultural heritage. This work ensures that NHPI students are visible in education data, recognized in policy, and supported in ways that reflect their unique strengths and experiences to receive the benefits of Oregon’s education system that they have historically been excluded from.

The Plan’s strategies focus on reducing disproportionate discipline, strengthening family and community engagement, expanding out-of-school learning, improving early learning and literacy, supporting school transitions, advancing culturally responsive pedagogy, and increasing access to college and career pathways. Together, these goals address longstanding opportunity gaps while elevating Native Hawaiian and Pacific Islander identity, belonging, and cultural pride.

### *Community-Led Implementation and Statewide Impact*

**Figure 2. A student’s words when asked “What is the value of the NHPI SSP?”**

*The NHPI Student Success Plan brings something that has been missing for a long time in Oregon’s K–12 system. When our histories and experiences aren’t talked about, they slowly disappear or get replaced by someone else’s version. The NHPI Student Success Plan makes space for Pacific Islander students to see themselves in what they learn, and not just as side notes or stereotypes. It gives students the chance to understand where they come from, why their stories matter, and how their community is a part of Oregon’s present, not just its past!*

Extensive community engagement ensures that the Plan remains grounded in lived experience. ODE conducted 17 statewide town halls and learning sessions, gathering insights from more than 500 NHPI students, families, and educators. Participants spoke about the importance of culturally competent educators, stronger mental health supports, identity-affirming curriculum, and the desire for educational systems to better recognize and honor the vast diversity of Pacific Islander communities. These learnings continue to guide rulemaking, grant structures, and statewide priorities.

As ODE prepares for the 2025–27 biennium, the next phase of the Plan will focus on establishing a permanent statewide structure for NHPI student success; integrating a mental health goal informed by cultural wellness practices; strengthening NHPI visibility and accuracy across the Plan, curriculum and data systems; continuing authentic community engagement; and supporting grantee resilience amid statewide budget constraints. Despite fiscal challenges, Oregon’s commitment to NHPI students remains firm, rooted

in long-standing community partnerships and a shared vision for educational equity.

*To request a copy of the full report, please email the Oregon Department of Education’s Government Relations and External Affairs Team at [ODE.LegislativeReports@ode.oregon.gov](mailto:ODE.LegislativeReports@ode.oregon.gov). A copy of the full report is also available on the Native Hawaiian/Pacific Islander Student Success Website: <https://www.oregon.gov/ode/students-and-family/equity/nativehawaiianpacificislandereducation/pages/default.aspx>*

## History and Purpose

The Oregon Department of Education (ODE) acknowledges and honors the long-standing work of Native Hawaiian and Pacific Islander (NHPI) communities to support the success and well-being of their youth. The NHPI Student Success Plan is a direct result of community advocacy and leadership.

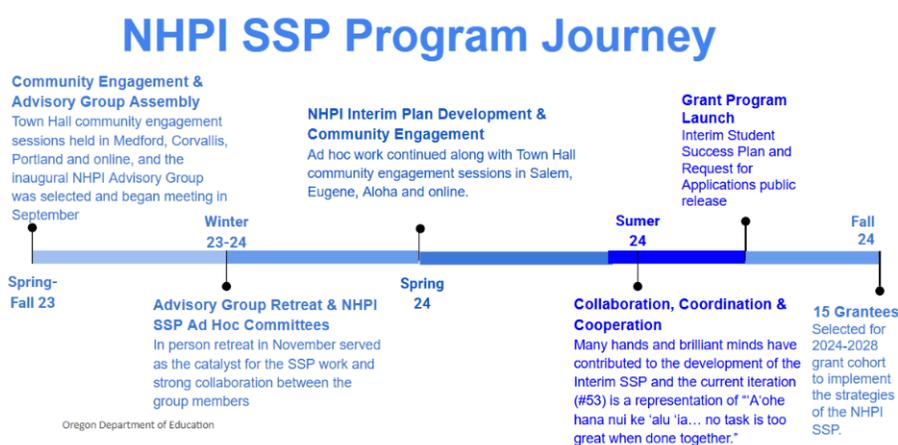
In the 2021 legislative session, NHPI community advocates pushed for the Oregon Legislature to allocate funds to initiate the groundwork for a statewide education plan to support NHPI students from early learning through postsecondary education. This emerged from Pacific Islander youth voicing their experiences of racism in school and community-led efforts to transform data practices that lump Pacific Islanders with Asians obscuring inequities specific to the NHPI communities. Building on this foundation, the passage of House Bill 3144 (2023) directed ODE to create and implement a comprehensive NHPI Student Success Plan.

In response, ODE convened a Native Hawaiian/Pacific Islander Advisory Group and, together with community partners, held a series of town halls and listening sessions to inform administrative rulemaking. The State Board of Education adopted these rules in 2024, establishing the structure for the NHPI Student Success Plan Grant Program and related initiatives.

Through ongoing collaboration with the Advisory Group and NHPI communities, ODE developed a plan deeply rooted in lived experience, cultural values, and community-defined educational priorities.

This work led to the creation of the NHPI Student Success Plan Grant Program, which provides direct investment to organizations implementing the Plan's strategies and advancing educational equity for NHPI students statewide.

The overarching purpose of this effort is to address persistent disparities in Oregon's education system and to strengthen culturally grounded supports that promote academic success,



*Figure 3. Timeline of key events for the Native Hawaiian/Pacific Islander Student Success Plan work.*

well-being, and opportunity for Native Hawaiian and Pacific Islander students, families, and communities.

## Native Hawaiian/Pacific Islander Student Success Plan Overview

The [Native Hawaiian/Pacific Islander Student Success Plan](#) outlines community-driven strategies to meet key statutory objectives. These include reducing disproportionate discipline; increasing family engagement; expanding out-of-school learning; strengthening early childhood education, literacy, and numeracy; supporting smooth school transitions; advancing culturally responsive instruction and curriculum; and broadening access to community college, professional certification, and four-year postsecondary pathways.

Guided by the “Lei of 6 Key Values,” (Figure 7) the Plan addresses longstanding inequities while honoring the unique and diverse cultural identities within Oregon’s Native Hawaiian and Pacific Islander (NHPI) communities. Although this work continues to evolve through ongoing dialogue, one core truth remains: Native Hawaiian and Pacific Islander students and families are not a monolith, and meaningful progress begins with recognizing and respecting that diversity.

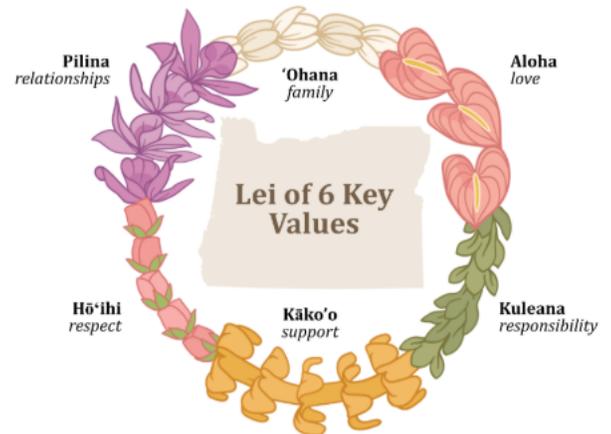


Figure 7. Lei of 6 Key Values

### Summary of Plan Recommendations and Objectives

A central foundation of the Native Hawaiian/Pacific Islander (NHPI) Student Success Plan is the creation of culturally grounded relationships and support systems that affirm the identities, voices, and strengths of NHPI students and families throughout their entire educational journey.

Across every goal—from early learning to postsecondary transitions—the Plan is guided by a core belief: NHPI students thrive when their cultures, languages, families, and communities are respected, reflected, and empowered within educational systems. This belief is expressed through several recurring themes:

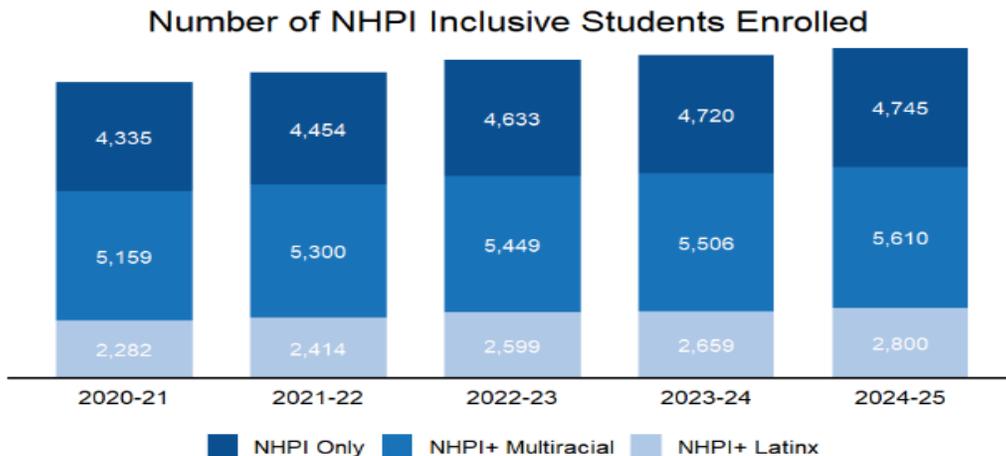
- Cultural responsiveness: Teaching and learning must center NHPI cultural knowledge, values, and ways of being.
- Relational care and connection: Through Pilina (relationships), 'Ohana (family), and Kāko'o (support), authentic relationships serve as the foundation for academic and personal success.

- Belonging and affirmation: Students must feel seen, valued, and safe to learn, persist, and excel.
- Community collaboration: Education should be co-created with NHPI families and communities, not delivered to or for them.
- Systemic accountability: Institutions carry the kuleana (responsibility) to transform policies, practices, and environments to be equitable and inclusive.

At its heart, this work seeks to build an education system where Native Hawaiian and Pacific Islander students and families are not only included, but truly honored—through culture, connection, and collective responsibility. This foundation weaves together the six Native Hawaiian values that guide the Plan—Pilina, ‘Ohana, Aloha, Kuleana, Kāko‘o, and Hō‘ihi. Each offers a distinct lens, yet together they call for an equity-centered educational experience that uplifts NHPI learners with intention, care, and respect.

### Student Enrollment

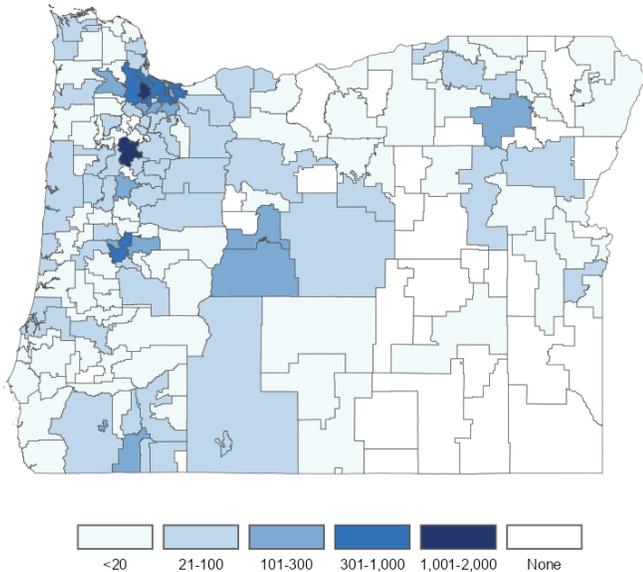
When looking at Native Hawaiian/Pacific Islander (NHPI) identified students enrolled in Oregon public schools on the first school day in October 2024 (Figure 4), 4,745 students identified as NHPI Only which is the federally recognized and reported race/ethnicity category for Native Hawaiian/Pacific Islander students. Additionally, 8,410 students identified as NHPI Plus, with 5,610 identified as NHPI + Multi-Racial and 2,800 identified as NHPI + Latino/a/x. Under federal reporting guidelines, NHPI Only student groups make up smaller proportions of total student enrollment (0.9% statewide, 4,745 students) compared to the NHPI identifying expanded (NHPI Only and NHPI Plus combined) student groups (2.4% statewide, 13,155 students). Between 2020-21 and 2024-25, there was a 9.5% increase in NHPI and 13% increase in NHPI Plus student enrollment in the state.



Source: Fall Membership

## Oregon School Districts

There are 197 districts in Oregon. Figure 5 shows the geographic distribution of all NHPI identifying (sum of NHPI Only, NHPI+ Multiracial and NHPI+ Latinx) students throughout the state in 2024-25. School districts with the highest number of NHPI identifying students are: Salem-Keizer, Beaverton, Portland, Hillsboro and Eugene (Figure 6).



**Figure 5. Native Hawaiian/Pacific Islander Only and Plus (all NHPI identifying) Student Enrollment by District in 2024-25**

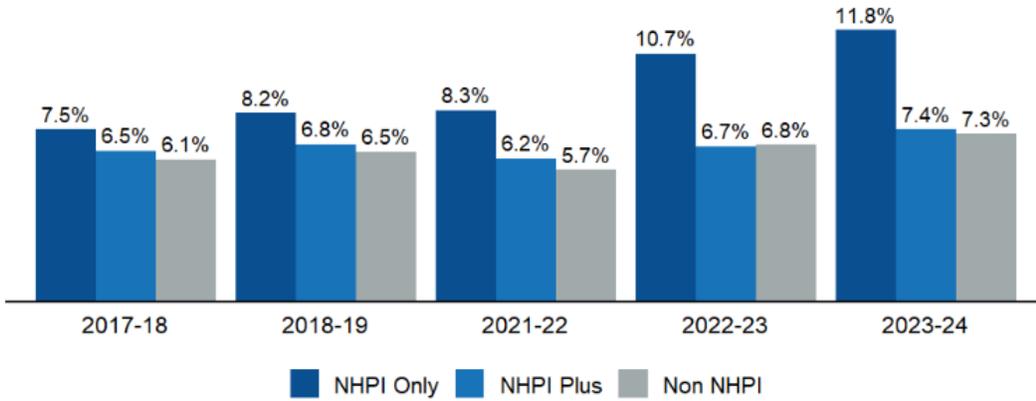
District	Number of NHPI Identifying Students	Percent of NHPI Identifying Students
Salem-Keizer SD 24J	1,832	4.8%
Beaverton SD 48J	1,002	2.6%
Portland SD 1J	884	2.0%
Hillsboro SD 1J	637	3.4%
Eugene SD 4J	539	3.4%
Tigard-Tualatin SD 23J	524	4.6%
Reynolds SD 7	514	5.3%
Gresham-Barlow SD 10J	500	4.4%
North Clackamas SD 12	438	2.6%
David Douglas SD 40	422	4.8%
Medford SD 549C	267	1.9%
Centennial SD 28J	245	4.5%
Bend-LaPine Administrative SD 1	234	1.4%
Springfield SD 19	214	2.3%
West Linn-Wilsonville SD 3J	178	2.0%

**Figure 6. Districts With the Highest Number of Native Hawaiian/Pacific Islander Only and Plus (all NHPI identifying) Students in 2024-25**

## Discipline Data

ODE collects data on student discipline incidents that lead to removals, such as in-school suspensions, out of school suspensions, or expulsions. NHPI Only students are removed from school settings at 1.6 times the rate of their peers (Figure 8). Highlighted in Goal 1 of the NHPI Student Success Plan, many of the justifications for disciplinary incidents can be subjective and open to interpretation. For example, minor misbehavior of a student may result in the removal of the student from the classroom for the day, at the full discretion of the teacher or school administrator. Students' removal from the classroom is associated with an increased risk of poor academic performance, lower engagement, and drop out.

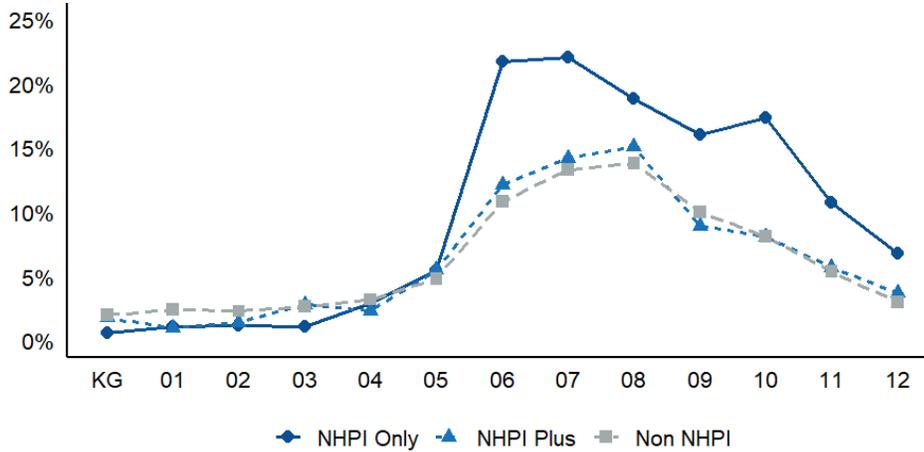
### Percent of Students with One or More Exclusionary Discipline Incidents



**Figure 8.** NHPI Student Discipline Data. \*No discipline data collected in 2019-20 and 2020-21

Source: ODE Discipline

### Percent of Students that Experienced One or More Exclusionary Discipline Actions by Grade in 2023-24



**Figure 9.** NHPI discipline across grades (3-12).

Source: ODE Discipline

Looking at student discipline across grade levels for the 2023-24 school year (Figure 9), the exclusionary discipline rate remains low for all student groups in elementary school, with the largest increase in exclusionary discipline rate seen in middle school and a declining rate through high school. While all student groups experienced the highest exclusionary discipline rate during middle school, NHPI Only students still experienced disciplinary incidents disproportionately more than their non-NHPI peers in middle and high school.

Addressing the underlying factors that contribute to discipline disparities and implementing restorative and culturally responsive practices as shown in Goal 1 of the NHPI Student Success Plan, can help create an equitable and supportive school environment that promotes the well-being, belonging and academic success of NHPI students.

## Advisory Group

The Advisory Group plays a central role in guiding the Oregon Department of Education on the experiences, priorities, and concerns of Native Hawaiian and Pacific Islander communities. Through the lived expertise of its members, ODE gains critical insight from multiple NHPI cultures and regions of the state, helping ensure the Plan is implemented with accountability, accuracy, and community voice at the forefront.



**Figure 10.** Native Hawaiian/Pacific Islander Inaugural Advisory Group

[HB 3144 \(2023\)](#) and [ORS 329.849](#) directs ODE to convene an Advisory Group composed of individuals who:

- Have lived experience with, or a deep understanding of, issues facing NHPI communities, including NHPI students;
- Represent community-based organizations serving NHPI youth and families; and
- Represent key education partners, including the Department of Early Learning and Care, Youth Development Oregon, and the Higher Education Coordinating Commission.

The Advisory Group is charged with advising ODE on:

- The development and implementation of the NHPI Student Success Plan;



**Figure 11.** *NHPI Advisory Group 23-25 leadership.*

- Eligibility criteria, selection processes, and expectations for NHPI Student Success grant recipients; and
- Administrative rules adopted by the State Board of Education to guide Plan implementation.

In forming the Advisory Group, ODE sought to reflect the diversity of the communities it serves. The Pacific Islands encompass thousands of islands and distinct cultures, making representation both essential and complex. The inaugural Advisory Group brought together a rich cross-section of voices, offering perspectives that honor the cultural breadth, lived experiences, and strengths of NHPI communities across Oregon.

Since September 2023, the Advisory Group has met monthly—online, in person, and in small working groups—to identify the foundational elements of the NHPI Student Success Plan and assess challenges and opportunities across the education system. Members have provided essential guidance on rulemaking, statewide town hall engagement, and the development of the inaugural Plan, ensuring that NHPI experiences and values remain central to this process.

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## Aligning Student Success Plans

The Oregon Department of Education’s six (6) Student Success Plans establish goals and a set of strategies to improve educational outcomes and close the achievement gaps for American Indian/Alaska Native; African American/Black; Latino/a/x & Indigenous\*; Lesbian, Gay, Bisexual, Transgender/Non-binary, Queer/Questioning, Two-Spirit, Intersex, Asexual, + (LGBTQ2SIA+); Native Hawaiian/Pacific Islander (NHPI); and Immigrant/Refugee students. 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 the legislation, ODE focused on establishing the following for each Student Success Plan: an Advisory Group, the development of the Student Success Plan to guide the Student Success Plan grantees with work needed, and setting up the mechanisms for distribution of grant funds. In 2023, the Oregon Legislature passed Senate Bill 2275 requiring applicants for Student Investment Account grants to take into consideration

recommendations of Student Success Plan Advisory Groups formed by the Department of Education in relation to statewide education plans with an effort to review the goals and objectives of the all Student Success Plan 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 Oregon Department of Education, 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 improvement implemented over this last biennium include:

- Updates to the Student Success Plan Grant Guidance to provide additional guidance on budget development, allowable costs, and a protocol for assessing reasonable and necessary expenses;
- An updated and more streamlined request for applications for the second grant cycle (2024-2028);
- A new grant program design consistent across all Student Success Plans (4-year, cross-biennium awards requiring grantees to implement their approved project plans as well as develop free and open resources on implementing the Student Success Plan to be published on Oregon Open Learning in 2028, participate in monthly virtual Community of Practice meetings, and participate in an in-person resource development retreat); and
- An in-person retreat for all SSP Advisory members, and the start of quarterly advisory group leadership meetings.

The grant expenditure guidance provides information on whether and to what extent grant funds may be used for various types of expenditures, detailed guidelines for developing a budget, and the inquiry process Oregon Department of Education staff employ to evaluate grantee project plans to determine allowability of grant expenditures. All grant expenditures are evaluated by Oregon Department of Education staff alongside the proposed or approved project plan to determine whether the expenses are reasonable, allocable, and necessary for the

performance of the award. The implementation of this guidance increases the consistency and fidelity of grant program implementation across Student Success Plans while also minimizing the subjectivity of case-by-case approvals.

As part of our efforts to expand implementation of the Plan beyond the reach of grantees alone, we are engaging the 2024-28 grantee cohort in a collaborative resource development effort. Each grantee will develop one or more instructional resources documenting a best or promising practice based on the Student Success Plan strategies, to be posted as a free and open resource for educators and community members on Oregon Open Learning. Having resources for educators on how to implement Plan strategies will enable districts to conduct internal learning, curriculum development, and professional development, with ODE staff and grantees available to provide technical assistance and support. Through this resource development and inquiry process, we hope the Plan will not only reach more students, but will support our efforts to continually refine and improve our understanding of which interventions are most effective.

Monthly Community of Practice (CoP) meetings provide an opportunity for our grantees to collaborate within and across Student Success Plan programs, to share relevant resources, information, feedback and best practices for implementation of SSP strategies, as well as partnership opportunities, and opportunities for the provision of technical assistance by the Student Success Plan Coordinator.

The in-person retreats held in autumn 2024 and spring 2025 were well received and provided additional opportunities for cross Student Success Plan grantee and advisory connection and coordination. To continue providing opportunities for cross-collaboration, in December 2025, the Department convened the inaugural, quarterly All Advisory Leadership meeting. These meetings bring together chairs, co-chairs and vice-chairs from all Student Success Plan advisory groups to collaborate and strategize across plans to maximize the effect of all Student Success Plans and grant funding.

In addition, the Office of Equity, Diversity, and Inclusion employs a continuous improvement process to develop and refine our data collection and grantee monitoring and assessment processes. Our goals in this endeavor are to maintain a robust, replicable, and reliable system of grantmaking and award management from inception to implementation to closeout. Ultimately, we intend for these streamlined processes to enable more resources and Plan Coordinator's time to be devoted to technical assistance, expanding plan reach, and improving student outcomes.

## Accountability and Alignment across Agency Initiatives and School Districts

As part of the Accountability Education Act work being implemented across ODE, we continue to elevate the Student Success Plans' objectives by operationalizing them through practice and policy across not only the agency but ultimately across all of Oregon's school districts. ODE is also working to align the objectives and strategies across the different programs and funding sources of the Student Success Act. This way, outcomes can be evaluated across programs and accountability is shared across the agency.

Specifically, we are working to align the Student Success Plans to the following ODE Initiatives:

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

### Grant Program: 2024-2025

The passage of HB 3144 (2023) during the 2023–25 biennium introduced both significant opportunity and natural challenges as the state worked to establish a new statewide, state-funded program. This effort required the development of administrative rules, the creation of a comprehensive statewide plan, and deep partnership with the Advisory Group and Native Hawaiian and Pacific Islander communities. Through a series of town halls, listening sessions, and focused Advisory Group consultations, ODE ensured that community voice, cultural expertise, and lived experience directly informed the program's design, priorities, and expectations. This inclusive approach laid the foundation for the inaugural Native Hawaiian/Pacific Islander Student Success Plan Request for Applications (RFA), released in Summer 2024.

From this first RFA, 15 grantees were selected to join the 2024–28 cohort, supported by \$2 million in first-year funding. These grantees—representing most regions of the state—include community-based organizations, school districts, education service districts, and higher education institutions. Collectively, they are implementing the strategies outlined in the NHPI

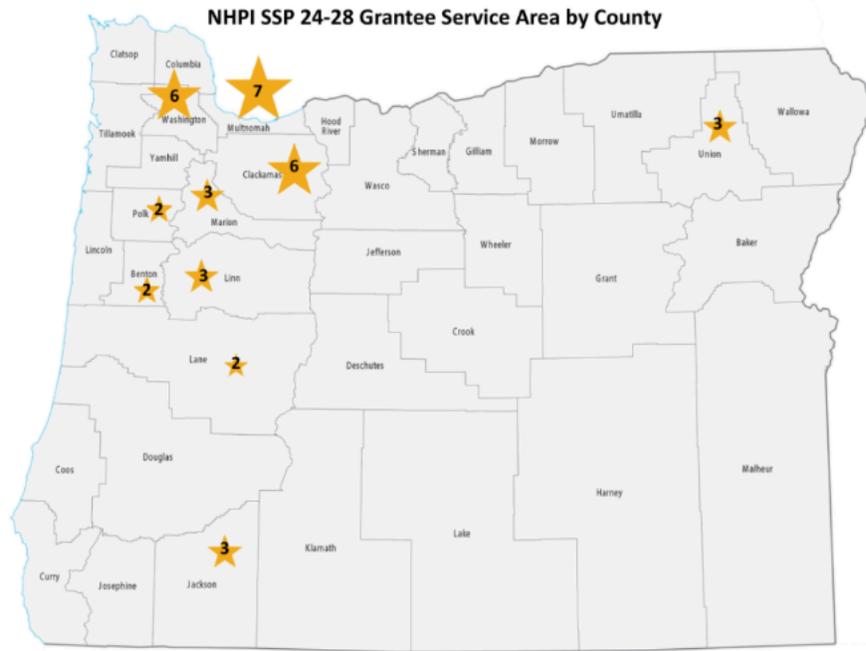


Student Success Plan, offering culturally responsive services, educational supports, and community-centered programming for NHPI students and families.

Through this work, the grant program seeks not only to improve academic outcomes, but also to strengthen relationships, expand access to culturally grounded opportunities, and elevate practices that reflect NHPI identities and values. Insights and lessons learned from these grantees will play a critical role in shaping ongoing statewide implementation and informing future investments that advance student success across Oregon’s NHPI communities.

**Communities Served by NHPI Student Success Grant Program Initiatives**

Grantees provided services and support to NHPI students and communities across Oregon, reaching Benton, Clackamas, Jackson, Lane, Linn, Marion, Multnomah, Polk, Union, and Washington counties. The 2024-2028 cohort includes eight (8) community-based organizations (CBOs), three (3) school districts, one (1) Education Service District, and three (3) post-secondary education institutions, many of which partnered with additional organizations and consortia to broaden the impact of their programs.



**Figure 12.** Counties Served by NHPI Student Success Grantees in 2023-2025

### Investment Impacts

NHPI Student Success grantees have served as vital resources for students, families, schools, and districts, acting as visible champions of support amid ongoing cultural misunderstandings and systemic challenges. Despite awards being made in late 2024, grantees delivered a range of invaluable services and supports this biennium, including:

- **Student engagement:** Across all projects, grantees reached and supported approximately 2,900 NHPI students during the 2024–25 school year.
- **Alignment with statutory goals:** Grantee projects advanced all statutory objectives of HB 3144 (2023) and supported strategies across all six (6) goals of the NHPI Student Success Plan.

**Figure 13. Grantee Participant Quote:**  
*PICO is meaningful because it makes us get together. It helps us grow because we get help on what we need help with. That helps us stay engaged in school and helps us graduate.*



**Figure 14. Pacific Islander Community Organization after-school participants**



- **Family engagement:** Seven (7) grantees hosted NHPI-focused family engagement events, providing resources and guidance to help families navigate school systems and support student success.
- **Cultural representation:** Thirteen (13) grantees strengthened cultural representation by hiring professionals who identify as Native Hawaiian or Pacific Islander.
- **Academic support:** Three (3) grantees focused on enhancing academic engagement through culturally responsive after-school programming.
- **Leadership development:** Two (2) grantees hosted leadership workshops for high school and postsecondary students, fostering skills, confidence, and community engagement.
- **Culturally grounded curriculum:** Three (3) grantees developed curricula that reflect NHPI languages and cultures, including Kapinga and 'Ōlelo Hawai'i, to strengthen cultural identity and learning relevance.
- **Community-guided programming:** Three (3) grantees conducted focus or advisory groups with NHPI families and community members to ensure programs were responsive to community needs and priorities.
- **Cultural events:** Two (2) grantees organized inaugural Pacific Islander cultural events, with efforts underway to embed these celebrations as lasting components of school culture and activities.

**Figure 15. Grantee Quote:** *One of the most memorable stories from this year comes from a passionate student leader at one of our partner sites. This student recognized a clear lack of representation and support for Pacific Islander (PI) students at their school. Despite limited resources, they began independently networking and seeking opportunities to bring culturally relevant programs and services to their campus. Initially, this partner site was not going to be included in our initiative due to the low reported number of PI students. However, this student's advocacy reminded us of a critical truth: serving our PI community should never be based solely on numbers. Every PI student matters.*

In addition to core program strategies, NHPI Student Success grantees provided a variety of culturally responsive services to students, families, and communities, including:

- **Youth leadership and advocacy:** A *Strength in Community Youth Summit* created a dedicated space for NHPI students to build leadership skills, confidence, and advocacy. Weekly leadership workshops further strengthened trust, belonging, and community among participants.
- **Cultural clubs and programming:** An after-school Pacific Islander Club was launched at a Multnomah County middle school to promote cultural connection and student engagement. A Native Hawaiian cultural education program engaged 95 participants in summer activities fostering cultural learning and connection.
- **Community dialogue and professional development:** Four (4) *Talanoa* sessions—traditional Pacific dialogues emphasizing inclusive, participatory, and transparent conversation—engaged 88 NHPI educators, students, and community leaders statewide. Additionally, “*It Takes a Village: Learning How Pasifika Cultures Educate Youth*” training was delivered to 63 staff across 16 Multnomah County school sites.
- **Curriculum and research support:** Grantees conducted comprehensive NHPI literature reviews and in-depth content analyses to evaluate educational materials and inform culturally grounded programming.
- **Expanded grade-level support:** Elementary-focused programming was implemented for

the first time by certain grantees, complementing historically secondary-level initiatives.

- **Student-led initiatives:** Grantees supported student-led programs that brought culturally relevant services and programming to schools that had previously lacked NHPI-specific support.

Through these initiatives, grantees strengthened student leadership, cultural identity, and community connection while expanding access to culturally responsive learning opportunities for NHPI students across Oregon.



**Figure 16.** Image of Pacific Islander students in Southern Oregon at a student-led NHPI event.

## How PAW makes me feel more included at school...



**Figure 17.** \*PAW= Pacific Alliance Warriors, a Tigard-Tualatin School District effort to support NHPI students.

### *Sharing Community Wisdom: Resources for Oregon Open Learning*

The new program design for the 2024-2028 cohort calls for grantees to develop online resources documenting implementation of the Student Success Plan strategies for educators and community members to access and use for free in their own communities. While the intent was always to expand the reach and impact beyond the activities supported directly with grant funds, this aspect of the work has become even more critical with reduced AY27 funding. In April 2025, ODE staff held the first annual Resource Development Retreat (RDR) in order to make progress on the draft resources that will be completed and published to an [Oregon Open Learning collection](#) in 2028.

**Figure 18.** University of Oregon students at a NHPI Community engagement session.

### *Community Engagement*

Seventeen (17) Town Hall sessions were held across Oregon in diverse settings during the 2023-2025 biennium—including schools, higher education institutions, churches, community centers, community-based organizations, and virtual spaces. From Medford to Forest Grove, and La Grande to Corvallis, participation steadily grew, engaging over 500 NHPI students, families, community members, educators, administrators, and advocates. Each session became a space where community members could



gather, connect, and reflect together, fostering a sense of shared purpose and belonging.

Through thoughtful facilitation and the inclusion of cultural protocols, participants were invited to share their experiences, hopes, and challenges within Oregon’s education system. These conversations created an environment of trust and respect, where participants felt seen, valued, and empowered to influence the direction of NHPI Student Success work. The sessions also strengthened relationships across generations and institutions, allowing students, families, and educators to build networks of support and mutual learning.

The insights gathered from these conversations were critical in informing administrative rulemaking for the NHPI Student Success Grant Program and guiding the development of broader Student Success Plan goals. Feedback consistently emphasized the importance of culturally responsive education, access to mental health supports, and authentic NHPI representation among educators and staff.



**Figure 19.** Medford Town Hall participants, 2023

Community members also shared perspectives on the need for programs that honor cultural knowledge, strengthen identity, and cultivate leadership among NHPI youth.

By meeting communities where they are—both geographically and culturally—ODE not only built stronger relationships and deepened trust, but also affirmed that the NHPI Student Success work must be driven by lived experience. These ongoing engagement efforts have laid a foundation for more inclusive, equitable, and culturally grounded education systems, and they continue to inspire collective commitment to the academic, cultural, and social flourishing of NHPI students and families across Oregon.

## Looking Forward to the 2025-2027 Biennium

As we look toward the 2025–2027 biennium, we are filled with optimism, determination, and a renewed commitment to advancing the NHPI Student Success initiative. The past biennium has demonstrated the transformative power of community-led efforts, and our next steps aim to sustain and build upon that momentum.

A central priority will be the development of a permanent Native Hawaiian/Pacific Islander Student Success Plan—a long-term framework that reflects the values, experiences, and aspirations of Native Hawaiian and Pacific Islander students and families. This next phase will include the addition of a mental health goal, recognizing that academic success is inseparable from emotional and social well-being. Culturally responsive mental health supports will be essential in helping NHPI students feel safe, seen, and supported in all learning environments. The plan will also center Pacific Islander visibility, ensuring that NHPI stories, identities, and contributions continue to be centered in the Plan, and recognized and celebrated in education policy, practice, and curriculum.

Our work will remain deeply guided by the voices of the community. Ongoing engagement sessions, listening circles, and partnerships with students, families, educators, advocates, and grantees will ensure that those most impacted are at the forefront of decision-making. Genuine progress happens when communities lead the conversation, and we are committed to maintaining and deepening these connections.

Despite significant funding reductions, our grantees have demonstrated remarkable resilience, continuing to design meaningful programs, foster partnerships, and provide culturally grounded services that directly benefit NHPI students. Their creativity, commitment, and dedication have kept the spirit of this work alive, even in challenging circumstances.

As we move forward, we do so with gratitude and humility, recognizing the guidance and inspiration of the NHPI communities who have shaped every stage of this initiative. The coming biennium presents an opportunity to grow stronger together—building a future where every NHPI student feels valued, supported, and empowered to thrive academically, socially, and culturally.

## Appendix A: Plan Timeline

**2023** HB 3144 passes, establishing the Native Hawaiian/Pacific Islander Student Success Plan. Community engagement begins and Advisory Group is assembled.

Town Hall Community engagement sessions held in Medford, Corvallis, Portland and online. The inaugural NHPI Advisory group begins meeting in September.

**2023–2024** Advisory Group retreat and NHPI SSP ad hoc committees begin.

The in person retreat in November served as the catalyst for the student success plan work and strong collaboration between the advisory group members.

**2024 (Spring)** NHPI Interim Plan Development and Community Engagement

Ad hoc work continued along with Town Hall community engagement sessions in Salem, Eugene, Aloha and online.

**2024 (Summer)** Grant Program Launch

Interim Student Success Plan and Request for Applications public release.

**2024 (Autumn)**

15 Grantees selected for 2024-2028 grant cohort to implement the strategies of the NHPI plan.

## Appendix B: 2024-2027 Grantee Funding

Organization Name	Organization Type	2024-25 Awarded Amount (Cohort 1)	2025-2027 Awarded Amount (Cohort 1)	Counties Served
Centennial School District 28J (CSD)	School District	\$149,097.49	68,492.74	Multnomah, Clackamas, Washington
Hillsboro School District 1J (HSD)	School District	\$109,070.78	68,492.74	Washington
Ka 'Aha Lāhui O 'Olekona (KALO-HCC)	Community Based Organization	\$149,096.59	68,492.74	Benton, Clackamas, Clatsop, Marion, Multnomah, Tillamook, Washington, Yamhill
Micronesian Islander Community (MIC)	Community Based Organization	\$149,675.15	68,492.74	Marion, Polk, Union, Yamhill
Multnomah ESD/ East County Bridges (MESD)	Education Service District	\$149,097.49	\$68,492.74	Multnomah, Clackamas
Pacific Islander Student Alliance (PISA)	Community Based Organization	\$149,097.49	\$68,492.73	Statewide
Pacific University	Post-Secondary Institution of Education	\$149,084.81	\$68,492.73	Washington
Pacific Island Community of Oregon (PICO)	Community Based Organization	\$149,097.48	\$68,492.73	Multnomah

Organization Name	Organization Type	2024-25 Awarded Amount (Cohort 1)	2025-2027 Awarded Amount (Cohort 1)	Counties Served
Samoa Pacific Development Corporation (SPCD)	Community Based Organization	\$149,097.49	\$68,492.73	Clackamas, Jackson, Multnomah, Washington
The Immigrant and Refugee Community Organization (IRCO)	Community Based Organization	\$149,097.49	\$68,492.73	Multnomah
Tigard-Tualatin School District 23J (TTSD)	School District	\$148,621.37	\$68,492.73	Washington
University of Oregon, K12 Curriculum	Post Secondary Institution of Education	\$116,653.87	\$68,492.73	Statewide
University of Oregon, New Currents	Post Secondary Institution of Education	\$84,433.91	\$68,492.73	Washington
UTOPIA PDX	Community Based Organization	\$149,097.49	\$68,492.73	Multnomah
Weaving Fala	Community Based Organization	\$52,681.10	\$68,492.73	Linn
<b>Yearly Total Awarded</b>		<b>2024-25</b> \$2,000,000.00	<b>2025-26</b> \$1,000,000.00	

## Appendix C: 2024-2028 Grantee Profiles and Project Summaries

2024-28 grantee summaries can also be found on the NHPI Student Success [Grantees webpage](#).

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### Centennial School District

Centennial is adding two Native Hawaiian/Pacific Islander Student & Community Engagement Specialists to better serve our Native Hawaiian and Pacific Islander students and families as a part of a Family Resource Center. These NHPI Specialists will focus on building strong, culturally responsive relationships across our district that help students feel safe, valued, and connected, leading to fewer disciplinary referrals and suspensions and increased attendance and graduation rates. They will also support school staff by acting as cultural guides, helping them understand NHPI students' experiences and strengths, and encouraging more inclusive practices and celebrations. This work reflects our commitment to the Lei Key Value of Relationship, as we aim to strengthen the bond between our schools and the NHPI community. We are proud of our NHPI students and want to ensure they are recognized, supported, and successful in both academics and school life.

[Contact Centennial](#)

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### Hillsboro School District

Hillsboro School District envisions a future where Native Hawaiian and Pacific Islander (NHPI) students are fully supported, thriving academically, and embraced by a community that values their rich cultural heritage. By creating inclusive learning experiences and ensuring smooth transitions, HSD is committed to empowering NHPI students to excel academically and confidently pursue higher education and career opportunities within a community that celebrates their identity.



[Contact Hillsboro School District](#)

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## Ka 'Aha Lāhui O 'Olekona

Our vision is for KALO HCC, a culturally specific organization, to support and empower Native Hawaiian and Pacific Islander (NHPI) students in Oregon outside of the classroom by increasing access to 'Ōlelo Hawai'i (Hawaiian language) and cultural practices, promoting peer mentorship, and engaging families.

[Contact Ka Aha Lahui O Olekona](#)

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## Micronesian Islander Community



Micronesian Islander Community (MIC) NHPI SSP grant project is to complete the following:

- Work with community members on developing a cultural and language curriculum. The goal is for two programs: Chuukese and Kapinga (outer islands of Pohnpei)
- Bring in cultural resources, knowledge, and programs centered on language and culture

[Contact Micronesian Islander Community](#)

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## Multnomah ESD/East County Bridges

East County Bridges (ECB), a Multnomah Education Service District (MESD) Bridges program, is dedicated to increasing access, connection, and educational opportunities for youth experiencing disconnection. More than just a bridge, ECB is a pathway of support for students who have dropped out, are low-attending, or otherwise disengaged, as well as their families. Through its culturally specific

Bridging Island Futures initiative, ECB fosters a sense of belonging and increases engagement for Native Hawaiian and Pacific Islander students. ECB strengthens pathways to higher education, promotes student success, and enhances family and community leadership. Our vision is to see youth actively engaged in their education, connected to culturally relevant resources, and fully supported by their communities. ECB equips students with the tools to shape their own futures.

[Contact Multnomah ESD/East County Bridges](#)

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## Pacific Islander Student Alliance (PISA)

The Pacific Islander Student Alliance (PISA) is dedicated to enhancing the success of Native Hawaiian and Pacific Islander (NHPI) college students in Oregon. Supported by the NHPI Student Success Grant, PISA leads an initiative focused on leadership development, community engagement, and academic achievement. This initiative aligns with Oregon’s Student Success Plan and aims to create a lasting impact on NHPI student leaders, their communities, and the broader educational landscape through culturally relevant programming and support.



[Contact PISA](#)

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## Pacific University

Pacific University will increase the representation of Native Hawaiian and Pacific Islander culture and knowledge throughout our academic curriculum, academic support practices, and career exploration resources. We will also deepen our relationship with community organizations and connect students with these organizations to further develop students' connection to place, in Oregon. Through all this work, we will develop publicly available resources that will support college and career exploration and success.

[Contact Pacific University](#)

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# Pacific Islands Community of Oregon (PICO)

The Pacific Islands Community of Oregon (PICO) NHPI Afterschool Program at David Douglas High School supports Native Hawaiian and Pacific Islander students through eight key pillars, including academic tutoring, mentorship, college and career readiness, mental health support, youth sports, family engagement, and community partnerships. Our culturally responsive program fosters leadership, academic success, and overall well-being to prepare NHPI students for their future.



[Contact PICO](#)

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## Samoa Pacific Development Corporation (SPDC)

The INSPIRE initiative, led by the Samoa Pacific Development Corporation (SPDC) through its Network Supporting Pacific Islander Resilience and Empowerment (INSPIRE), aims to improve educational outcomes for Native Hawaiian and Pacific Islander (NHPI) students in Oregon by 2028. It focuses on reducing absenteeism, enhancing academic achievement, and supporting smooth transitions into higher education through culturally responsive programs and mentorship. Additionally, the program aims to integrate culturally relevant curricula and strengthen community support networks for students and their families. A key aspect of the initiative is strengthening connections by collaborating with school and community leaders to create a united approach to addressing the unique needs of NHPI students. Overall, INSPIRE seeks to eliminate opportunity gaps and promote greater educational equity for NHPI students in Oregon.

[Contact Samoa Pacific Development Corporation](#)

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# The Immigrant and Refugee Community Organization (IRCO)

The Immigrant and Refugee Community Organization's (IRCO) Native Hawaiian/Pacific Islander (NHPI) project engages NHPI students and their families through in-school supports, culturally aligned out-of-school time activities providing academic support, and social & emotional learning, family engagement, and coordinated wraparound care to support with household stabilization as needed. Services will be provided in Multnomah County, in partnership with school districts (Parkrose, Reynolds, and others as capacity allows), and postsecondary institutions (Mount Hood Community College, Portland Community College, Portland State University).



[Contact IRCO](#)

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## Tigard-Tualatin School District (TTSD)

This project aims to support Native Hawaiian and Pacific Islander students in the Tigard-Tualatin School District (TTSD), with a primary focus on K-5 students, ensuring they feel welcomed, safe, and empowered in their school environments. Key initiatives addressed include reducing disciplinary disparities through cultural training, improving literacy and numeracy by integrating culturally responsive teaching, and strengthening family-school relationships. The project emphasizes increasing Native Hawaiian and Pacific Islander parent engagement through language-accessible outreach and representation among instructional staff and professional development for school staff on these cultures to create more inclusive school environments. Aligned with the Native Hawaiian/Pacific Islander (NHPI) Student Success Plan, this initiative will cultivate an affirming and supportive educational experience where NHPI students thrive academically and culturally, and families are active partners in their children's education.

[Contact Tigard-Tualatin School District](#)

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# University of Oregon - K12 Curriculum



The University of Oregon is partnering with Oregon State University's Pacific Studies faculty to collaborate, design, and develop culturally responsive Pacific Islander Studies curricula for K-12 students in Oregon, including teacher training. In consultation with community members this project will create Pacific Studies resources that adhere with the 2026–2027 required implementation of K-12 Ethnic Studies Standards in Social Science per House Bill 2845 (2017).

[Contact University of Oregon - K12 Curriculum](#)

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## University of Oregon - New Currents

This project aims to improve outcomes for Native Hawaiian and Pacific Islander students in the Tigard-Tualatin School District by promoting family-school partnerships, attendance, and literacy outcomes for Native Hawaiian and Pacific Islander (NHPI) elementary school students. We aim to engage key adults in children's lives (parents/caregivers, teachers, and community leaders) to best support and encourage NHPI student success.

[Contact University of Oregon - New Currents](#)

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## UTOPIA PDX

The United Territories of Pacific Islanders Alliance: Portland (UTOPIA PDX) is a non-profit organization committed to serving Queer and Trans Pacific Islanders (QTPI). As a proud recipient of the Native Hawaiian/Pacific Island Islanders (QTPI). As a proud recipient of the Native Hawaiian/Pacific Islander (NHPI) Student Success Grant, we aim to take advantage of this opportunity to offer resources and cultural and educational experiences to the youth in the Parkrose School District. Our initiatives will include after-school programs and professional development for educators. Additionally, we plan to host an annual Cultural Simulation Workshop and an End of Year Lū'au to celebrate and honor the rich diversity within our community.



[Contact UTOPIA PDX](#)



## Weaving Fala

Weaving Fala’s Level Up programs provide Native Hawaiian and Pacific Islander (NHPI) youth with culturally rooted education and leadership development, fostering belonging, confidence, and success. Grounded in the Tongan values of Faka ‘apa ‘apa (respect), Loto tō (humanity), Tauhi vā (nurturing relationships), and Mamahi'i me'a (loyalty/passion), these programs create spaces where NHPI youth can celebrate their heritage, develop leadership skills, and build strong connections to their community.

This project expands our programs by offering weekly mentorship sessions, interactive cultural workshops, and leadership training that empower NHPI youth to embrace their identities and navigate their educational journeys with pride. Through partnerships with schools and community leaders, we are creating safer, more inclusive learning environments where NHPI students feel valued, empowered, and seen. Our work ensures that NHPI youth have opportunities to thrive academically and personally while staying connected to their cultural roots.

[Contact Weaving Fala](#)