

Immigrant/Refugee Student Success Advisory Group Meeting

November 20, 2025



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Time	Topic	Presenter(s)
1:00 pm	Welcome <ul style="list-style-type: none"> - Deep breaths and grounding in intention to serve immigrant and refugee students <ul style="list-style-type: none"> o Acknowledge the collaborative efforts of our members and partners - Meeting norms: respect, inclusion and partnership - Review Public Meeting Law - Today's Agenda 	Heidi Lee Harless, Program Coordinator
1:05 pm	Vote for Chair and Vice Chair <ul style="list-style-type: none"> - During last months in-person retreat two individuals were nominated for the Chair & Vice-Chair positions <ul style="list-style-type: none"> o Member Sedda nominated for Chair o Member Shelehoff nominated for Vice-Chair - All Advisory members voted unanimously for acceptance of both nominees 	Heidi Lee Harless, Program Coordinator
1:19 pm	Scaling Exemplars <ul style="list-style-type: none"> - An update was provided regarding the forthcoming Family Preparedness Packet and related guidance. <ul style="list-style-type: none"> o A current SSP Grantee collaborated with a School District to create this resource <ul style="list-style-type: none"> ▪ Linked on Immigrant/Refugee Student Success Plan website ▪ Released 2025-Supporting all of Oregon's Students: Guidance for protecting and upholding the rights of immigrant students in Oregon's K-12 public schools ▪ Ensuring cultural responsiveness and family empowerment ▪ Based on feedback from previous IRSS Grantees there has been a focus on Increase parental engagement meet in the education of plan students - DELC/ODE "Family Conversations" Presentation <ul style="list-style-type: none"> o Key points: <ul style="list-style-type: none"> ▪ Overview of DELC-ODE collaboration ▪ Family engagement strategies and tools ▪ How this connects to the IRSS Plan goals ▪ The Why of this information session: 	Mujidat Saaka, Program Coordinator Sody Fearn, K-2 Balanced Assessment Specialist Rachel Elliott, Head Start Collaboration Coordinator

	<ul style="list-style-type: none"> • Goal 2: Increase Academic Rigor for Plan Students • Strategy 2: Expand ‘Family Conversations’ (early learning transition check-ins led by ODE and DELC and facilitated by schools) to support families transitions into kindergarten. <ul style="list-style-type: none"> ○ Outcomes: <ul style="list-style-type: none"> ▪ Where have we been? <ul style="list-style-type: none"> • Redesign • Introduction to the Early Learning Transition Check-In • Purposes ▪ Where are we now? <ul style="list-style-type: none"> • Family Conversation process • Links to other Oregon initiatives ▪ Where are we going? <ul style="list-style-type: none"> • Preparing for Statewide Implementation ○ Redesign Overview <ul style="list-style-type: none"> ▪ Incorporate: Incorporate anti-racist practices in assessment approach ▪ Elevate: Elevate community voice in assessment design ▪ Strengthen: Strengthen connections between families and educators ▪ Inform: Inform early learning and care programs, practices, and policies ▪ Improve: Improve efforts to meet the needs of Oregon children and families ○ Where are we now? <ul style="list-style-type: none"> ▪ Amily conversation: <ul style="list-style-type: none"> • Each fall, kindergarten educators will meet individually with each family entering their classes. • The Family Conversation is a tool to support educators’ conversations with families • What it does: <ul style="list-style-type: none"> ○ Collects information about families’ early learning and care experiences ○ Builds relationships among educators' parents/caregivers, and 	
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	<p>children</p> <ul style="list-style-type: none"> • How it advances equity: <ul style="list-style-type: none"> ○ Takes a more holistic view of children ○ Provides context about families ○ Shifts focus off children's 'readiness' • What it is: <ul style="list-style-type: none"> ○ Two-way conversation ○ Chance for families to share contextual information about their child ○ Dedicated time to listen, and learn from children's first teachers ○ Creating space for connection with families to school staff and resources ○ One component of engagement to support the transition to kindergarten • What it isn't: <ul style="list-style-type: none"> ○ Checklist ○ Time to complete academic measures ○ Quick, surface level interview/survey ○ Teacher led discussion ○ Transactional <ul style="list-style-type: none"> ▪ 2025-26 <ul style="list-style-type: none"> • 36 schools/12 districts (anticipated) • Majority of districts are rural ▪ The ELTC is designed to: <ul style="list-style-type: none"> • Help educators connect with and learn about the children and families entering their class • Inform DELC and ODE about families' experiences prior to starting Kindergarten ▪ The ELTC uses two kinds of question types to reach these goals <ul style="list-style-type: none"> • Open-ended questions allow for families to share their thoughts and experiences in 	
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	<p>their own words</p> <ul style="list-style-type: none"> ○ e.g., “What are your hopes and dreams for your child?” • Closed-ended questions where educators select from a list of common responses (informed from previous iterations) <ul style="list-style-type: none"> ○ e.g., “What experiences, programs and/or services did your child receive or participate in to help them learn and grow?” <ul style="list-style-type: none"> ▪ An overview was given of pending state-level decisions and implementation processes <ul style="list-style-type: none"> • Identifying links to current initiatives • Supporting districts with different phases of implementation ▪ Professional learning materials intentionally advancing equity: <ul style="list-style-type: none"> • Culturally responsive scheduling • Deep listening mindset • ODE’s implicit bias module • Assurance techniques • Information on how to work with an interpreter ▪ Reflection question/Discussion: <ul style="list-style-type: none"> • In addition to increasing parental engagement, what other components of the SSO are you linking the Family Conversation to? • How can you support the scale-up of Family Conversation? To support your district or your region? • How the Family Conversation supports families new to the U.S. or new to the school system. <ul style="list-style-type: none"> ○ When this is required statewide, it will be offered to every family who is on a Kindergarten roster. School systems will outreach to families with the help of early learning partners to connect families with this resource. 	
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	<ul style="list-style-type: none"> ○ During registration families can also inform schools what their preferred languages are, and school districts are required by law to provide services in that language. ○ How are community-based organizations identified? What is that process? <ul style="list-style-type: none"> ▪ There are no intentional processes in place at this time; however, we work to partner with agencies who have a finger on the pulse in the local area. ▪ If these partnerships aren't in place, we inquire and follow up with how they will create these connections. ○ Questions were raised about statewide processes for enrolling newcomer student populations and assigning programs ○ There is a similar required program in some districts for preschoolers. 	
2:03 pm	*Break*	
2:13 pm	Legislative Report <ul style="list-style-type: none"> • Coordinators presentation of Legislative Report • Legislative Reports are submitted to the legislature and summarize the program's success, needs, outcomes, recommendations, etc. <ul style="list-style-type: none"> ○ Help legislators understand what is working, where there are challenges, and what future investments or policy changes may be needed. • AG review Executive Summary of Legislative Report and provide feedback 	Heidi Lee Harless, Program Coordinator
2:30 pm	Advisory Group Application opening in Jan/Feb 2026	Mujidat Saaka, Program

	<ul style="list-style-type: none"> Breakout rooms for members to review the Executive Summary portion of the Legislative Report 	Coordinator
2:35 pm	<p>Review IRSS Grantee RFA (Request for Applications) & Advisory Group Members</p> <ul style="list-style-type: none"> It is likely after the IRSS RFA closes and grants are awarded, due to Senate Bill 1532; grantees are excluded from holding seats on the Advisory Group. <ul style="list-style-type: none"> Members voiced feedback that this is not allowable, and if other groups are not held to this then Immigrant/Refugee Student Success should not. Are there ways to circumvent or address changing this legislature? It will disqualify a lot of key members who want to serve. Members can hold seats until they themselves or the organization that they represent are awarded an IRSS Grant. At that time, they will be asked to step down from the Advisory Group. RFA Reviewers are not privy to the connections between applicants and advisory group members. Will likely be opening Advisory Group applications again in January or February if necessary <ul style="list-style-type: none"> Reviewers also submit a conflict-of-interest form in the event they may have any personal biases when reviewing applicants Even if names are removed, there may likely be written in portions of the application where they may identify themselves to the reviewer. It's important to self-identify if there is a conflict. The current interim plan ends in 2026, and until then members of the advisory group can provide feedback using the comment function. <ul style="list-style-type: none"> This document needs to be refined before other factors because of the current climate. Brief overview of RFA questions <ul style="list-style-type: none"> Purpose of RFA updates for next funding cycle In a future meeting will hold space for Advisory Group members to comment on RFA questions <ul style="list-style-type: none"> Currently there are 10 questions in the RFA 	Heidi Lee Harless, Program Coordinator
2:55 pm	AG Member Announcements	Immigrant/Refugee

		e Student Success (IRSS) Chair
3:00 pm	Meeting Adjourned Next monthly meeting: January 15 th , 2026	Immigrant/Refugee Student Success (IRSS) Chair
<p>Members Present: Member Astorga, Member Avila, Member Bautista-Sanchez, Member Elliot, Member Hernandez, Member Huert, Member Kong, Member Nelson, Member Pickens, Member Ramirez, Member Saeed, Member Sedda, Member Shelehoff</p> <p>Members Absent: Member Burns, Member Dhote</p> <p>ODE Staff Present: Mujidat Saaka, Heidi Lee Harless, Jenni Amado</p>		