

Immigrant/Refugee Student Success Advisory Group Meeting Agenda

April 16, 2026



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Opening Summary	The April 16, 2026, Immigrant and Refugee Student Success (IRSS) Advisory Group meeting focused on advisory group recruitment, alignment with SB 1532 statutory objectives, and cross-agency collaboration. Presentations included Genesis Reading Academy, the Office of Immigrant and Refugee Advancement (OIRA), and the American Indian/Alaska Native Student Success Plan.	
Time	Topic	Presenter(s)
1:00 pm	Welcome <ul style="list-style-type: none"> • Review Today’s Agenda 	Program Coordinator
1:05 pm	IRSS Advisory Group Application is Open The Immigrant/Refugee Advisory Group Application opened March 31st <ul style="list-style-type: none"> • Due Tuesday May 12, 2026 • Welcome members to share the application with community members across the state • Applications will be reviewed in May/June, and applications will be notified of their status in August • Seeking applicants with diverse representation across: <ul style="list-style-type: none"> ○ Communities served ○ Geographic regions ○ Professional roles Advisory application reviewers are needed: <ul style="list-style-type: none"> • Use the provided form to volunteer to evaluate new advisory applications • Anticipated timeline and commitment: <ul style="list-style-type: none"> ○ Week of May 18, 2026: 30-minute virtual kick-off meeting ○ May 18-19, 2026: asynchronous review period ○ Week of June 1st, 2026: Virtual 90-minute final score review meeting 	Program Coordinator
1:10 pm	Grantee Alignment with Statutory Objectives From the legislature: <ul style="list-style-type: none"> • 1 Vision – SB 1532 • 4 goals • 11 Statutory Objectives • 17 Progress Indicators 	Program Coordinator

	<ul style="list-style-type: none"> • 25 Strategies • 74 Actions 	
1:15 pm	<p>SSP Grantee Resource Development Retreat (RDR) ODE recognizes that the state can only fund so many organizations, working to scale the impact our grantees have across the state using the SSP Resource Development Retreat</p> <ul style="list-style-type: none"> • April 22 & 23 • Grantees are required to develop a digital resource that can be shared freely across the state • Increasing impact <ul style="list-style-type: none"> ○ Step 1: Identify a grantee’s best practices ○ Step 2: Identify the resource type <ul style="list-style-type: none"> ▪ i.e. 1 pager, video, curriculum ○ Step 3: Identify the audience: students, families, educators, etc. ○ Step 4: Identify the outcome: Awareness, experiential learning, training, supplemental instruction for the classroom 	Program Coordinator
1:20pm	<p>IRSS Grantee Presentation Grantee Presentation Look-Fors & Best Practices:</p> <ul style="list-style-type: none"> • Why this matters: <ul style="list-style-type: none"> ○ “Look Fors”: created from AG feedback ○ Reflects what AG wants to learn from grantees ○ Supports meaningful and aligned presentations • Clarifying question examples: <ul style="list-style-type: none"> ○ Did I understand you when you said...? ○ What criteria did you use to...? ○ Did I hear you correctly when you said...? <p>Genesis Reading Academy Presentation:</p> <ul style="list-style-type: none"> • History: <ul style="list-style-type: none"> ○ Started as a summer program for historically underserved students ○ Reading instruction and intervention ○ 75 students initially, then grew to 110 ○ Transitioned into a non-profit organization and grew into an after-school program due in large part to ODE funding 	IRSS Grantee

	<ul style="list-style-type: none"> • Strong community connections in the Eugene, 4J and surrounding area <ul style="list-style-type: none"> ○ Attendance is not a struggle due to these partnerships ○ Programs held during their academic hour <ul style="list-style-type: none"> ▪ Two groups rotate every t30 minutes • Some struggles: <ul style="list-style-type: none"> ○ Have held 4 community events & parent workshops <ul style="list-style-type: none"> ▪ Attendance at these events has been lacking ▪ Families are experiencing heightened stress related to ICE presence, which has impacted participation. ▪ At most have had ~10 families attend ○ 5-6 literacy stations that parents rotate through with their children ○ Partnership with high dosage tutors ○ Books and strategies are given as take-home items • What does community outreach look like? <ul style="list-style-type: none"> ○ Planning events with partners, rotating locations ○ Vary dates based on availability ○ Flyer mentions it's free, food & childcare are provided, and transportation can be arranged as well ○ Zoom links are available for parent workshops if families feel more comfortable • High dosage tutors are trained with letters <ul style="list-style-type: none"> ○ First unit of training is ~20 hours ○ Flexible to the curriculum districts are using, different sites, most common are: <ul style="list-style-type: none"> ▪ Read well ▪ You Fly ○ Able to apply strategies and science of reading to any curriculum ○ Program Coordinator also provides support • Student voice implementation: <ul style="list-style-type: none"> ○ Surveys for families after events <ul style="list-style-type: none"> ▪ What would you like more information on? <ul style="list-style-type: none"> • Example: How can I advocate for my child at school? ○ Using input from partnership events and students <ul style="list-style-type: none"> ▪ Using student voice so they feel heard 	
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	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ Tying into the local district reward system to increase student engagement • Needs: <ul style="list-style-type: none"> ○ Flexibility and clear communication to weather unforeseen difficulties ○ Providing information as soon as possible is very helpful to budget and plan accordingly • Activities around coaching and high dosage tutors <ul style="list-style-type: none"> ○ Districts have their own planning sessions on Fridays ○ Work to integrate the high dosage tutors so they feel as ingrained as possible • Genesis provides quarterly staff meetings with all tutors to better understand needs and provide support <ul style="list-style-type: none"> ○ High dosage math support: <ul style="list-style-type: none"> ▪ Providing consistency and support to students • Activates relate very directly to the strategies and outcomes of the IRSS Plan <ul style="list-style-type: none"> ○ Enhancing academic rigor ○ Creating a conducive space for learning • Data collection: <ul style="list-style-type: none"> ○ Work with the district for benchmark data ○ Data informs how students are placed into groups ○ Once placed, use program level placement assessments and have proper progress monitoring to inform instructional decisions • Member Discussion: <ul style="list-style-type: none"> ○ Attendance was mentioned as a struggle, has enrollment also been a struggle? Have you seen any trends in terms of enrollment? <ul style="list-style-type: none"> ▪ Currently, the program serves 30 students and is looking to increase enrollment ▪ Enrollment challenges are not present in after-school programming but are evident in family engagement events. ▪ Holding events during after school dismissal has been helpful to increase attendance, working to increase ease of access has been beneficial 	
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	<ul style="list-style-type: none"> • Not using separate sites that families may not be familiar with may also be creating a barrier • Experimenting with different days of the week or weekend has also been explored • Note that districts have also seen a decrease in attendance as well ▪ Lack of trust in schools can also hinder attendance, although current political climate is difficult as well <ul style="list-style-type: none"> • Have seen more attendance families who attend summer events • Continuing to offer events so families become familiar and are more likely to come • Pre-establishing dates and publicizing them ahead of time, forward planning the routine may be helpful ○ Connecting to the science of reading is interesting, when working with plan students who are likely new to English, how are tutors trained to best meet their needs? <ul style="list-style-type: none"> ▪ Supporting the tutors who are directly providing the services is key ▪ One site supports 8 different languages and a variety of cultural backgrounds ▪ Multiple trainings are provided to tutors to accommodate the needs of staff ▪ Many staff are bilingual and can best engage with students ▪ 2 sites are dual immersion in Spanish, other aren't so we try to provide as much training and support as possible ▪ Home languages are important and valued ▪ Conscious of trying to provide culturally responsive texts and resources that are culturally diverse so students can see themselves in their educational material ▪ Staying up to date on the science of dual language learners is also important 	
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1:50 pm	*Break*	
2:00 pm	<p>Office of Immigrant Refugee Advancement (OIRA) Presentation</p> <ul style="list-style-type: none"> ● Who we serve: <ul style="list-style-type: none"> ○ Immigrant and refugee populations <ul style="list-style-type: none"> ▪ 400k+ immigrants statewide ▪ 200k+ noncitizens ▪ Refugees resettled across every region ● Building capacity while meeting the moment <ul style="list-style-type: none"> ○ Foundation: <ul style="list-style-type: none"> ▪ New mission, vision and values ▪ Strategic goals for 2026-2027 ▪ Office rebrand ○ Growth <ul style="list-style-type: none"> ▪ Statewide community engagement ▪ Partner listening sessions ▪ Stronger cross systems relationships ○ Expanded role <ul style="list-style-type: none"> ▪ Staffing ICIRC ▪ EO 26-04 implementation ▪ Team of 5 + 2 borrowed staff ● Meeting community where they are <ul style="list-style-type: none"> ○ How we engage: <ul style="list-style-type: none"> ▪ Site visits and listening sessions ▪ Community and cultural events ▪ Trainings, presentations and partner meetings ● Why ICIRC was needed <ul style="list-style-type: none"> ○ Community partners surfaced impacts quickly ○ Cross-agency visibility and inconsistent ○ Information sharing relied on individual informal relationships ○ Agencies needed clearer guidance and coordination pathways ● Phase 1: February – March, Progress and milestones <ul style="list-style-type: none"> ○ Feb 11: <ul style="list-style-type: none"> ▪ Council launch and charter alignment ○ Feb 25: <ul style="list-style-type: none"> ▪ Roles confirmed and baseline work began ○ March 11: <ul style="list-style-type: none"> ▪ Coordination gaps and draft approaches 	OIRA Team

	<ul style="list-style-type: none"> ○ identified ○ March 25: <ul style="list-style-type: none"> ▪ Draft tools and framework ● Why Phase 2 is Needed: Current baseline conditions: First six weeks post EO <ul style="list-style-type: none"> ○ 5 identified categories with current baseline measurements and corresponding Phase 2 response ○ Categories: <ul style="list-style-type: none"> ▪ Inbound volume ▪ Request pathways ▪ Issue types ▪ Surge demand ▪ Visibility ● ICIRC Immigration Coordination Framework (ICF) <ul style="list-style-type: none"> ○ Pathway for when requests are made and coordinates various efforts across agencies ○ Role to strengthen and enhance cross-agency initiatives so access to services is consistent regardless of geographic location ● ICIRC Issue Coordination Pathway <ul style="list-style-type: none"> ○ Helps determine when issues need cross-agency efforts or shared visibility ○ 3 Levels: <ul style="list-style-type: none"> ▪ Level 1: OIRA tracks but the issue is managed at an agency level ▪ Level 2: OIRA coordinates cross-agency alignment and convenes the ICIRC as needed ▪ LEVEL 3: OIRA elevates to Governor's Office for awareness, direction or enterprise action ● Operation Thresholds + Examples: <ul style="list-style-type: none"> ○ Level 1: Agency owned + OIRA Visibility ○ Level 2: ICIRA Coordination ○ Level 3: Executive Awareness ● Agency issue intake protocol: <ul style="list-style-type: none"> ○ Agency submission ○ OIRA coordination review + triage ○ Outcomes and follow-ups ● Immigration Enforcement Toolkit for State Employees <ul style="list-style-type: none"> ○ Oregon is a sanctuary state 	
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	<ul style="list-style-type: none"> ○ Notice to federal immigration officers ○ Sanctuary Policy: What to say if a federal immigration authority is making a request ● Community Voice in Council Decision Making <ul style="list-style-type: none"> ○ Community engagement structure ○ What we're hearing statewide ○ How this informs council work ● 2027 Policy Development: Early priorities and Next Steps <ul style="list-style-type: none"> ○ Early priorities: <ul style="list-style-type: none"> ▪ Align OIRA statute with expanded coordination role ▪ Establish permanent coordination capacity ▪ Develop policy only legislative concepts ▪ Continue community informed policy development ● Member Discussion: <ul style="list-style-type: none"> ○ Can you provide examples of the 45 statewide engagements? <ul style="list-style-type: none"> ▪ Since July of last year have visited statewide partners across the state ▪ April alone ~45 community events through touchpoints and town halls ▪ Folks can find out about these events via community partners sharing out information ▪ Office created in 2021 out of community partnerships, so relationships are very strong already even with leadership transitions ○ What current programs or initiatives have had the greatest impact so far? <ul style="list-style-type: none"> ▪ As part of a national partnership with the Office of New Americans, they have received some federal funding through their office <ul style="list-style-type: none"> ● Able to provide very small grants to organization working in this space ● Focus on areas outside of Portland, particularly rural communities and spaces ● Currently working with 5 organizations and will be visiting 	
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	<p>them in upcoming months</p> <ul style="list-style-type: none"> • Biggest initiatives have been centered around creating an identity for the office • Had been operating without a student plan and led to creation of the interagency council <ul style="list-style-type: none"> ○ Goal is to continue working so this community is not an afterthought ○ Community is impacted by legislature and need their voice to be heard ○ What kind of strategies are you working on to solidify buy-in from legislators who have the decision-making power? Especially legislature that affects students <ul style="list-style-type: none"> ▪ This was the first session with a lot of bills centered around our community ▪ Many were passed in large part to community partners voicing their needs ▪ The work must be community driven; it's the most powerful tool to drive change <ul style="list-style-type: none"> • Community knows best and the way they synthesize the information is highly impactful ▪ Education to increase understanding and awareness has been impactful 	
2:30 pm	<p>American Indian/Alaska Native Student Success Plan Presentation</p> <ul style="list-style-type: none"> • AIAN has historically been an ally to all immigrants and refugee communities, standing together in solidarity, everyone is stronger • Stand shoulder to shoulder and arm in arm with everyone here <p>The AIAN student success plan was the first SSP in the state</p> <ul style="list-style-type: none"> • All other plans have been built off the shoulders of the previous <p>2025-2030 American Indian/Alaskan native Student Success Plan</p>	ODE Team

	<ul style="list-style-type: none"> • Per the Constitution: <ul style="list-style-type: none"> ○ Treaties are the supreme law of the land ○ More than an ethnicity or community • In PNW tribes were told if they didn't sign treaties, they would be removed from the land <ul style="list-style-type: none"> ○ This led to very strong marital ties and multicultural generations to come ○ Despite being such a small population, AI/AN students are: <ul style="list-style-type: none"> ▪ Over identified for IEPs ▪ Under identified as TAG ▪ Experience higher rates of disciplinary action ▪ Receive higher rates of modified diplomas ○ Strategies in the AI/A Plan have helped to increase graduation rates for native students <ul style="list-style-type: none"> ▪ It takes a community working together ▪ We've also seen this impact ripple through other communities as well <ul style="list-style-type: none"> • Placing a family advocate within the school system has moved the needle from 48% to 70% ▪ 5 Plan Goals: <ul style="list-style-type: none"> • Champion tribal languages <ul style="list-style-type: none"> ○ Uplift and amplify tribal language revitalization efforts • Address inequity in native student data <ul style="list-style-type: none"> ○ Address disparate identification of native students in special education ○ Advance equitable identification of AI/AN students Increase representation in TAG programs • Pursue Native Excellence <ul style="list-style-type: none"> ○ Expand culturally responsive literacy practices 	
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	<ul style="list-style-type: none"> ○ Strengthen collaboration with tribes and families to support early literacy ○ Improve graduation rates through increased enrollment in Career Connected Learning (CCL) and Career and Technical Education (CTE) ● Cultivate Holistic Systems of Support <ul style="list-style-type: none"> ○ Leverage key legislation in support of native success ○ Honoring Educational sovereignty through tribal consultation ● Center Culturally Responsive Approaches <ul style="list-style-type: none"> ○ Center native student voice ○ Promote the use of culturally appropriate frameworks, tools and practices to support native youth mental health and well-being ● Focus for 2025-2030: <ul style="list-style-type: none"> ○ Reduce number of AI/AN students on IEPs ○ Increase number of AI/AN students graduating and going on to Post Secondary Education ○ Reduce the number of exclusionary discipline incidents for AI/AN students 	
3:00 pm	Meeting Adjourned	Immigrant/Refugee Student Success (IRSS) Chair
<p>Members Present: Member Avila, Member Bautista-Sanchez, Member Burns, Member Nelson, Member Pickens, Member Ramirez, Member Safi, Member Sedda, Member Shelehoff, Member Terefe</p> <p>Members Absent: Member Dhote, Member Elliott, Member Hernandez, Member Huerta, Member Kong Member Saeed</p>		

ODE Staff Present: Heidi Lee Harless, Mujidat Saaka, Jenni Amado

Next Meeting: May 21st, 1:00 – 3:00 pm