

# Immigrant/Refugee Student Success Advisory Group Meeting Agenda

May 21, 2026



Time	Topic	Presenter(s)
1:00 pm	<b>Welcome</b> - Review of today's Agenda	Program Coordinator
1:05 pm	<b>IRSS Advisory Group Application Review has begun</b>  Updates: <ul style="list-style-type: none"> <li>• Application review process began 5/18/26 and concludes on 6/1/26</li> <li>• 20 applications from across Oregon</li> <li>• Goal: Continue building a diverse, engaged and representative Advisory Group</li> <li>• Appreciation to everyone who supported our outreach, recruitment, and review efforts.</li> </ul>	Program Coordinator
1:10 pm	<b>All AG Leadership Meeting Share-Out</b>  Key themes from leadership conversations <ul style="list-style-type: none"> <li>• Raising awareness for plan students</li> <li>• Making space</li> <li>• Listening &amp; understanding</li> <li>• Helping new members understand their role &amp; time commitments</li> <li>• Ways to build stronger collaboration across plans               <ul style="list-style-type: none"> <li>○ Suggested the creation of a common dashboard to increase communication</li> <li>○ Suggested an optional shared directory as members feel safe to do so</li> </ul> </li> <li>• A joint meeting in person to build relationships</li> </ul> Next All Advisory Leadership Meeting: <ul style="list-style-type: none"> <li>• Public Meeting Law refresher</li> <li>• Planning for 26-27 school year</li> </ul>	Chair
1:20 pm	<b>IRSS Grantee Presentation</b> Centro Cultural Youth Development & Education <ul style="list-style-type: none"> <li>• Serve families all throughout Washington county and surrounding areas</li> </ul> Educational Department Mission:	IRSS Grantee

	<ul style="list-style-type: none"> <li>• Removing systemic barriers to technology, STEM-related career awareness, and participation in and out of school time programs.</li> <li>• Designing culturally specific programming that creates meaningful change and spark parent and student interest and confidence in education.</li> </ul> <p>Staff reflect the community they serve, not only program facilitators but also mentors and trusted community members</p> <p>Programming:</p> <ul style="list-style-type: none"> <li>• Robotics: <ul style="list-style-type: none"> <li>○ First Lego league exploration</li> <li>○ First Lego league challenge</li> <li>○ First tech challenge (K-12<sup>th</sup>)</li> </ul> </li> <li>• Centro Scholars Tutoring Program (7<sup>th</sup>)</li> </ul> <p>Programming:</p> <ul style="list-style-type: none"> <li>• Ballet Folklorico (PreK-6<sup>th</sup>)</li> <li>• Summer STEAM (1<sup>st</sup>-8<sup>th</sup>)</li> </ul> <p>Community Needs &amp; Barriers: we're not just running programs; we're responding to systemic barriers:</p> <ul style="list-style-type: none"> <li>• Racism</li> <li>• Language access barriers</li> <li>• Transportation barriers</li> <li>• Financial hardship</li> <li>• Food insecurity</li> <li>• Housing instability</li> <li>• Fear and uncertainty due to immigration policy shifts</li> <li>• Limited access to STEAM enrichment</li> <li>• Digital literacy and technology access gaps</li> </ul> <p>Community Action &amp; Outreach:</p> <ul style="list-style-type: none"> <li>• Build around trust</li> <li>• Oregon's oldest Latino based nonprofit with over 50 years of supporting community needs</li> <li>• Strong partnerships with local school districts, libraries, community organizations, and service providers</li> <li>• Bilingual outreach through social media, tabling and community events and presentations</li> </ul>	
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	<ul style="list-style-type: none"> <li>• WhatsApp groups support ongoing communication and allow families to share resources and opportunities within their own networks</li> <li>• Word-of-mouth and family referrals are some of our strongest outreach tools, reflecting the trust that we've built</li> <li>• Parents play an active role in connecting other parents</li> </ul> <p>Centering Student &amp; Community Voice:</p> <ul style="list-style-type: none"> <li>• Student feedback through conversations, surveys, and evaluations help shape programming themes and activities</li> <li>• Programs are adapted based on emerging student interests and community needs</li> <li>• Youth leadership opportunities allow older students to mentor younger participants and guide program culture</li> <li>• WhatsApp groups and bilingual communication support ongoing family engagement and feedback</li> <li>• Parents help shape workshops</li> </ul> <p>Curriculum, Frameworks &amp; Program Design</p> <ul style="list-style-type: none"> <li>• Positive Youth Development and SEL informed practices guide program implementation</li> <li>• Programs use projects based and culturally responsive learning approaches</li> <li>• For most programs curriculum is developed internally and adapted with community experts and partners</li> </ul> <p>Successes &amp; Struggles:</p> <ul style="list-style-type: none"> <li>• Successes: <ul style="list-style-type: none"> <li>○ Increased participation in STEM</li> <li>○ Strong family engagement</li> <li>○ Student leadership growth</li> <li>○ Youth mentoring younger participants</li> <li>○ Consistent attendance</li> <li>○ Students returning year after year</li> <li>○ Partnerships expanding opportunities</li> <li>○ Families increasingly seeking educational support through Centro</li> </ul> </li> <li>• Challenges: <ul style="list-style-type: none"> <li>○ Transportation</li> <li>○ Staffing capacity</li> </ul> </li> </ul>	
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	<ul style="list-style-type: none"> <li>○ Student mental health needs</li> <li>○ Immigration related stress &amp; fear</li> <li>○ Funding instability</li> <li>○ Balancing reporting requirements with direct service</li> </ul> <p>Data &amp; Outcomes:</p> <ul style="list-style-type: none"> <li>● Data Collected: <ul style="list-style-type: none"> <li>○ Number of students served</li> <li>○ Total household impact</li> <li>○ Average household annual income</li> <li>○ Attendance</li> <li>○ Demographic data</li> <li>○ Pre/post program surveys</li> </ul> </li> <li>● Pre/Post Assessments: <ul style="list-style-type: none"> <li>○ Program experience &amp; participant feedback</li> <li>○ Sense of belonging &amp; learning environment</li> <li>○ Attitudes toward learning &amp; problem solving</li> </ul> </li> </ul> <p>Work Aligns with the 4 IRSS Goals:</p> <ul style="list-style-type: none"> <li>● Create a Safe and Welcoming Environment</li> <li>● Increase Academic Rigor for Plan Students</li> <li>● Enhance Social and Emotional Well-being</li> <li>● Strengthen Partnerships with Families</li> </ul> <p>What we need from ODE:</p> <ul style="list-style-type: none"> <li>● Proactive communication, transparency, and early engagement during policy or funding changes impacting immigrant and refugee communities</li> <li>● Flexibility in grant implantation, reporting requirement, timelines, and allowable uses of funds to respond to emerging communities needs</li> <li>● Continued investment in culturally specific, community rooted organizations with trusted relationships in immigrant and refugee communities</li> <li>● Meaningful opportunities for community-based organizations</li> </ul> <p>Member Discussion:</p> <ul style="list-style-type: none"> <li>● What do you see as the future of engagement and community engagement in terms of student transition to post-secondary education, regardless of the type?</li> </ul>	
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	<ul style="list-style-type: none"> <li>○ Giving students opportunities to gain workforce skills as well as confidence, communication, and a network of industry-related individuals. Working very hard to teach the hiring managers in the workforce to show them that our students have the right skills, connecting those dots so students have access to careers they're interested in. Utilizing partnership connections, be that professional or interest or skills based so students have more opportunities.</li> <li>● What is the biggest barrier you're facing, and what strategies are you using to overcome it? <ul style="list-style-type: none"> <li>○ Currently, in terms of programming, transportation and language barriers are very large barriers. Using WhatsApp groups allows community members to benefit from shared questions and resources. There are reservable vans for transportation to help youth; the focus is either to hold events at the HQ or be able to provide transportation to any events off site.</li> <li>○ Have you ever used "Boostlingo" for the language barrier? Or something similar? <ul style="list-style-type: none"> <li>▪ To the understanding of the presenter no, the main population is Latino so Spanish or some dialect is very common, staff are very focused on hiring staff with the necessary language skills as much as possible.</li> </ul> </li> </ul> </li> <li>● What are the themes that students are bringing to you in terms of programming wants or needs? <ul style="list-style-type: none"> <li>○ We ask them to list all their interests and use that as a starting point. Things that they find on social media are also brought up. We're always trying to bridge interest into the scope of the program.</li> </ul> </li> </ul>	
1:53 pm	<b>*Break*</b>	
2:03 pm	<p><b>American Indian/Alaska Native SSP Grant Opening Soon!</b></p> <ul style="list-style-type: none"> <li>● Anticipated: 10 grantees, \$144,000 awards.</li> <li>● Closes June 17th at 3:00pm. Opened May 15th.</li> <li>● 1-year Grant</li> </ul>	Program Coordinator

	<ul style="list-style-type: none"> <li>• Eligibility: Community-Based Organizations, Early Learning Hubs, Early Learning Providers, Oregon Public SDs, ESDs, Tribal Governments, Post-Secondary Institutions, Culturally Specific Organizations</li> <li>• Thank you for giving feedback to our AI/AN SSP Coordinator Renee Roman-Nose!</li> </ul>	
2:05 pm	<p><b>Sharing our Resources Across the State</b></p> <p>Building Statewide Support</p> <ul style="list-style-type: none"> <li>• Helpful tools and resources</li> <li>• Professional learning opportunities</li> <li>• Community partnerships</li> <li>• Resource-sharing across regions and organizations</li> </ul> <p>Discussion Questions:</p> <ul style="list-style-type: none"> <li>• What are the best ways to share resources across Oregon? (Examples: handouts, videos, toolkits, curriculum, etc.)</li> <li>• What resources have been most valuable in your work?</li> </ul> <p>Best ways to share resources across Oregon?</p> <ul style="list-style-type: none"> <li>• Toolkits are easy-to-communicate formats that are translated</li> <li>• Shared History/Tribal History Curriculum - has been designed effectively and could be emulated</li> <li>• Email, WhatsApp, social media</li> <li>• If there are funds available, investing in videos makes more of an impact and touches emotions more effectively</li> <li>• Leveraging relational trust that is already established between individuals in organizations</li> <li>• Intentional outreach (but acknowledging that this is often free labor, and ideally there should be some financial support behind it)</li> <li>• Emails can get lost and aren't always the best way to send out information</li> <li>• Information posted on websites can be helpful, as long as communities know how to find the website</li> <li>• Resource fairs are a great place to share many resources. Can be helpful to have incentives to attend these events too.</li> <li>• Social media can help share information quickly.</li> <li>• Using multiple methods to share the same information</li> </ul>	Program Coordinator

	<p>(flyers, videos, etc.)</p> <ul style="list-style-type: none"> <li>• School events and activities are a good place to share resources. Also helpful to have incentives to attend (fun activities, etc.)</li> <li>• Creating and sharing flyers to help increase awareness of food resources</li> </ul> <p>What resources have been most valuable in your work?</p> <ul style="list-style-type: none"> <li>• Regional meetings</li> <li>• Statewide collaboratives</li> <li>• Videos, when you have funds to support the communication project</li> <li>• Toolkits</li> <li>• Town Halls</li> <li>• Community Convenings</li> <li>• Spanish-speaking radio stations (local)</li> <li>• Access to translation services</li> <li>• School district website with resource and financial assistance programs.</li> <li>• Housing assistance programs, food assistance, other financial assistance</li> <li>• Transportation assistance (Ride to care...) to help access resources and activities</li> <li>• Grants that social workers have access to, to be able to provide things like food pantries</li> <li>• Strong PTAs</li> <li>• Access to libraries (books, activities, tutoring, check out tools/other items, internet/computer/printers)</li> <li>• Community centers (safe spaces, access to showers)</li> <li>• Free Childcare</li> <li>• Portland Backpack program</li> <li>• TriMet passes</li> <li>• Laundry cards</li> </ul>	
2:35 pm	<b>Meeting Adjourned Early per Quorum Requirement</b>	Immigrant/Refugee Student Success (IRSS) Chair
<p><b>Members Present:</b> Member Avila, Member Bautista-Sanchez, Member Elliott, Member Huerta, Member Nelson, Member Pickens, Member Ramirez, Member Safi, Member Sedda, Member Terefe</p>		

**Members Absent:** Member Burns, Member Dhote, Member Hernandez, Member Kong, Member Saeed, Member Shelehoff

**ODE Staff Present:** Heidi Lee-Harless, Jenni Amado