



**Agenda/Notes**  
**Office of Governor Tina Kotek**  
**RJC Education Committee**  
**January 27, 2025 – Zoom**  
**1:00 -2:30 pm**  
**Moderator – Javier Cervantes**

**MEMBERS**

X	Angela Uherbelau	X	Jaclyn Caires Hurley	X	Marie Chisholm-Burns
X	Cynthia Richardson		Jennifer Simonson	X	Mark Jackson
X	Djimet Dogo	X	Jennifer Wilson	X	Sonya Moody-Jurado
	Dr. Jenny Pool-Radway	X	Jimmy Howard		
X	George Mendoza	X	Kali Ladd		

**OTHER ATTENDEES**

	Andre Bealer	X	Johnna Timmes	X	Yasmin Solorio
X	Rachael Moser	X	Dr. Charlene Williams	X	Javier Cervantes

Topic/Lead	Notes/Main Points	Decisions/Action Items
<b>Welcome and Check-in</b> (Co-Chairs)	<i>Cynthia opens up meeting. Johnna provides welcome.</i>	
<b>Accountability Update (Ed Initiative Team, ODE)</b>  Share ODE Report, Governor's Letter, and work happening around the Accountability Action Plan.  This is an area we'd also like to hear input/feedback from the Committee.	<p><b>Rachael:</b> HB2656 passed in 2023 and aimed to pull together a group to form especially recommendations for accountability framework and expanding on what it could look like. The department has done a lot of work over the last 8 months at least. Would love if your able to share on ODE's work and what started with the advisory and what product has looked like in terms of the report.</p> <p><b>Dr. Williams:</b> Thank you Chairs for opportunity for the update. We've been working since February as a committee to assess Oregon's accountability framework that included hearing what was happening within our state and on current grants. We worked nationally to hear what was happening in other states, we've invited speakers to hear form other states. We had an international expert come to hear about what's happening internationally. Interesting to hear common themes around what you do around students who have been underserved or marginalized communities, what are best approaches to engage them in regards to accountability. As we looked at the state and accountability structures, we realized we did not have a</p>	

streamlined framework to filter pieces. The committee came out with 5 priorities. High quality learning experiences, ensuring schools are safe, educators have a supportive workforce, and accountability is shared.

How do we reduce administrative burden so folks are in the field more and ensuring they are on the ground supporting students and families. For a while, we've been working on how to streamline items that doesn't require statute change. Of those 100 different reporting requirements, there's some things that will have to come back to legislature, can we streamline these request to minimize burden on districts.

**Rachael:** The ODE report was released in December that Dr. Williams is referencing. Also naming what are the actions for the legislative and administrative pieces. This point you should have gotten accountability summary, more than welcome to take a deep dive into it. Really trying to build background information on where we are in terms of accountability and start pieces. Pooling together one on one groups and input ahead of February. Essentially getting clear legislative asks. We have a placeholder bill but want to refine that as we head into February.

**Johnna:** I think it's great and if anyone else from the committee wants to share some of the conversations you've been having, feel free to do that here.

**Rachael:** One thing we're curious to get your thoughts on is thinking about success and the number of layers for students and system health indicators. Building off of a lot of the existing infrastructure.

**Kali:** I think there is a recognition that right now we are not culling the information and are not doing it early enough. We don't have anything before 3<sup>rd</sup> grade to capture information on how children are doing. A majority of states have that, we need to be capturing information earlier. The SBAC is not the best means, and our opt-out policy would face huge resistance if we tried to repeal that, we need to look at other informative assistance. It's important for us to see how we can close the gap and not continue the trajectory where gap is still there.

**Rachael:** Other thoughts? Aiming to build off of existing structure as well.

**Angela:** Concern around accountability framework and

tension to this idea of local control. Gets in the way of us getting to address the achievement gaps. Money is not tied to outcomes, not sure how that is going to change in the accountability framework. With the teacher prep programs, ensuring they are prepped upstream so we don't have to have them retrained, don't see how we can tie that in to ensure we see outcomes we need to see.

**Johnna:** I've heard governor say very clearly, we need to start this process as we are not going to be able to fix it all in one fall swoop. What can we utilize immediately to help us get on this road to a more clear specific outcome responsibility. One of the things that we are talking about and elevated is how do we take the metrics and are there other metrics that we *need* to have to look at the health of our system and then be able to go from there.

**George:** If there is specific focus on vocabulary or comprehension skills, and we apply resource strategy to that. We need to figure out state data or assessment and it's not clear data. It could create a more comprehensive and cohesive focus for our school districts.

**Rachael:** If you spot other metrics or indicators that could be helpful, we would love for you to share those as well.

**Jaclyn:** As I look at it my feedback would be Get rid of something when you get something new.

**Johnna:** Love that.

**George:** We should look at what we do with integrated guidance and go from there. For reading, that's a 5-7 year commitment and we have to keep sustaining it. We need to improve math. We can get into problem solving or other content areas, but we have to sustain initiatives we are doing.

**Dr. Williams:** Those districts are really an all hands on deck approach. Additional resources that co-create and how to spend dollars or professional development.

**Rachael:** We really are tracking tension of urgency and want to make sure outcomes change. Sometimes different indicators take longer to see movement too. Curious on what continuum could look like and possibly shifting from invitational to required as well.

**George:** No matter what there should be coaching, mentoring, and support for schools and if they are not progressing then looking at how staff is doing the work and if they are not doing the work they've been asked to do then see how that can be rectified. It does take pressure and support, takes love above all but does take pressure and support.

**Kali:** Going to echo the professional development part. There are examples across the country on how they are improving scores across the country. Its less of coming up with a thing, and lets listen and see what other states are already doing, that maybe aren't popular, but will make a difference for kids.

**Angela:** Echoing Kali. If you look at California, they are doing wholistic type support but that came after a lawsuit. It shouldn't come to that but maybe it's something we can look at and advocating for a portion of that for schools who need all the things we want them to have so we aren't leaving kids behind while teachers are getting PD and support they need. What's the mechanism or things we can ask for that can move the needle?

**Rachael:** Were exploring a lot of different options of what that could look like. Curious again on existing architecture that does exist and who to go beyond that. We've been thinking a bit on targeted investments and where it comes into play. If you have specific ideas or other examples from states, would welcome that too.

**Johnna:** Governor has three strong priorities she is focusing on. We have HB2140 is the bill that will carry current service level to state school fund. She is going to talk about how we link that to accountability. Second area is summer and out of school learning, that was also in the governor's recommended budget. And then early literacy. Instead of always chasing the individual grants, how do we look at those and how they work together towards the bigger system of accountability. When I hear what you're talking about is that a vehicle within early literacy or within accountability that covers early literacy and other areas. Those are questions we are asking.

**George:** Do you think there are elements that could help staff collaborate or make decision better. Then monitor, reward, celebrate and have crucial conversations.

**Johnna:** February 5<sup>th</sup> meeting. Would need to go through legislative process. The question is if you will see a final draft before it goes, not sure if that will happen, but you will see language.

**Kali:** Do we have ability to make recommendations formally as it relates to equity.

**Johnna:** Yes absolutely.

**Javier:** If people wanted to follow a particular bill, there is a training provided this Friday on how to use OLIS system for folks to track bills and ask questions.

**Cynthia:** On any new bills, can we make sure if funding is required for that bill that it is included in that bill, please. The necessary funding needs to be included in the bill language.

**Kali:** With Dr. Williams on the phone curious... sent Javier guidance on what their conversation is happening with ICE and threats with kids in k-12. Have not heard any guidance from Oregon. Families and organizations want to know where that stands, feels weird to have this conversation on accountability when things are uncertain.

**Dr. Williams:** We partnered with Oregon School Board association to send out an FAQ should officials approach you and information. Don't want to put something out that puts folks at risk. We're going to put out more robust document. DOJ will send something enterprise wide that is broader. We're collaborating and working with our partners. We have a standing meeting to coordinate information. If something isn't getting to you let us know so we can share some of that information.

**Jennifer Wilson:** DOJ has good community tool kit up and is a good resource as well. You can also request a training form them if you'd like. We're having them come to our site to address concerns from staff as well.

**Dr. Williams:** We did share some of those DOJ resources.

**Javier:** Probably most up to date location you'll find to provide employees. We have internal enterprise-wide training as well.

<https://www.doj.state.or.us/oregon-department-of-justice/civil-rights/sanctuary-promise/>

	<p><b>Mark:</b> Doing my own research to prepare my staff. We saw this coming, how can community partners get in the scoop as well. We need to ensure employees can be a resource to students and families across the state.</p> <p><b>Cynthia:</b> School board for our district wrote a proclamation and it was approved.</p> <p><b>Javier:</b> School boards across the state will have different temperatures. Have those resources for folks to get information from DOJ.</p> <p><b>Rachael:</b> Want to make sure we continue to talk about federal response and priorities.</p> <p><b>Javier:</b> Want to recognize the impact as well on attendance for k-12, and university as well. This will have a financial impact for universities as well.</p> <p><b>Kali:</b> Has a net impact on social-emotional well-being. This has a very chilling and traumatic effect. Emotional toil will have a net impact for children. How do we support children in this and their social emotional well-being. There is so much harm. What can our committee do to create recommendations or suggestions around how we address this because it's a problem that is not going away.</p> <p><b>Cynthia:</b> Not just students, we also have staff members who are afraid.</p> <p><b>Kali:</b> Would appreciate space and how we can support our kiddos.</p> <p><b>Javier:</b> This is a great pivot to our workplan and putting forward a path on what recommendations might be with emerging legislation.</p>	
<p><b>Ed Committee Priorities Workplan (RJC Team)</b></p>	<p><b>Cynthia:</b> Do we have three priorities for Governor in here as well? Summer, early literacy, and school funds.</p> <p><b>Rachael:</b> Maybe number four or in one with early literacy and summer learning.</p> <p><b>Javier:</b> Do you want that as a separate priority or integrate it with what we have?</p> <p><b>Kali:</b> It has to be integrated into something.</p>	<p>Goal setting due Monday February 3<sup>rd</sup>. Send recommendations to Javier and Yasmin.</p>

Closing (All)	Co-chairs and Javier conclude meeting.	
---------------	--	--