



**Agenda/Notes**  
**Office of Governor Tina Kotek**  
**RJC Education Committee**  
**February 24, 2025 – Zoom**  
**1:00 -2:30 pm**  
**Moderator – Javier Cervantes**

**MEMBERS**

|   |                       |   |                      |   |                      |
|---|-----------------------|---|----------------------|---|----------------------|
| X | Angela Uherbelau      | X | Jaclyn Caires Hurley | E | Marie Chisholm-Burns |
| X | Cynthia Richardson    | X | Jennifer Simonson    | X | Mark Jackson         |
|   | Djimet Dogo           | X | Jennifer Wilson      | X | Sonya Moody-Jurado   |
| E | Dr. Jenny Pool-Radway |   | 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 |
| X | Jon Wiens, ODE |   |                       |   |                  |

| Topic/Lead   | Notes/Main Points   | Decisions/Action Items                                       |
|--|---|--|
| <b>Welcome</b><br>(Mark & Cynthia<br>- 5 minutes)  | <i>Mark and Cynthia give introductions. Members answer, "what has brought you joy lately".</i>  |  |
| <b>Video of OLIS Training</b><br>Javier & Yasmin<br>- 5 minutes  | <i>Javier shares OLIS Training link. Video Link:</i><br><br><a href="https://us06web.zoom.us/rec/share/-izi6t_hW_2fZoTHicffMYVdrHAYR0idnwgsV9zlo0RuLC1BrYgpsrQsr6nFZ2Nx.zmBzkomG8l95q0vv">https://us06web.zoom.us/rec/share/-izi6t_hW_2fZoTHicffMYVdrHAYR0idnwgsV9zlo0RuLC1BrYgpsrQsr6nFZ2Nx.zmBzkomG8l95q0vv</a><br><b>Passcode: VVw!y.5Q</b>  | Yasmin to re-share OLIS training link and 5 keys from Danny. |
| <b>Updates (30 minutes)-</b><br>Johnna, Rachael, and Dr. Williams<br>- Federal Level Issues<br>-New/Emerging House Bills<br>-Accountability<br>Conversation<br>-Graduation Rates | <i>Dr. Williams shares "ODE_RJC Education Committtee" power point</i><br><br><b>Dr. Williams:</b> We've been sending messages out to the field on how to implement any executive orders. We are assessing legal challenges and encouraging districts to follow the law and guidance. As things change and if there are exact pivots to make, we'll share that information as needed.<br><br>Information on messages that have been sent out.<br><a href="https://content.govdelivery.com/accounts/ORED/bulletins/3d37fda">https://content.govdelivery.com/accounts/ORED/bulletins/3d37fda</a> |  |

Resources for students and our stance on commitment.  
<https://content.govdelivery.com/accounts/ORED/bulletins/3d141e4>

If you scroll down on that second link, you'll see guidance on LGBTQAls+, immigration, student success, etc.

**Kali:** Did you see the response to the "Dear colleague" by Liliana Garcias?

**Dr. Williams:** John Hopper?

**Kali:** No, it's by "hidden cause of the dear colleague letter". Implications are great, calls out illegalities. Will share with Javier to share with everyone.

**Johnna:** One of the things we all learned as we took this in and get clear and accurate information out, was there no change to Title 6 civil rights law. We are in compliance. The "dear colleague" letter gives us an indication on how Department of Education will look at those in the future. We will always follow Oregon and Federal law, yet we need to be prepared and understand how they see it so we can ensure they are nimble and support the programs important to Oregonians. Would love to see the response.

**Kali:** I sit on the Black Student Success Committee. This came up at that meeting. Districts are preemptively making decisions on that letter saying "I can't do this or that". I understand one school board in the metro region was voting to not acknowledge sanctuary status. It differs so much district by district. Are there ways you all can enforce compliance given people are already reacting to things?

**Dr Williams:** Things we are trying to do – we've been collaborating weekly with OSBA, OSEA, COSA, the whole Education lobby to calibrate what is the approach, what's your interpretation on these things. We're being really clear where we stand, working with Gov Office. Trying to preempt some of the preemptive work our districts are doing. Do not run and change things until we have clarity and understand what it means. Every Friday we have a block held out to meet with superintendents to discuss this, so they can socialize among themselves since we have to come at this with different angles. They are in that lived reality of their schoolboard who is trying to hold them to something completely and utterly different.

|   |  |   |
|---|--|---|
|   | <p><b>Cynthia:</b> Your message in or district is “do not obey in advance”, wait till were told from <i>our</i> officials.</p> <p><b>Johnna:</b> Another way to say that is we <i>are</i> in compliance and following law right now in everything we are doing. Until something changes, we should be staying the course. That is good policy to follow as well as making sure we are also clear in what some of these letters indicate for future and how we make sure we are ready and nimble to respond to that.</p> <p><b>Mark:</b> With these suits, what are ODE, DOJ, Gov office doing to ensure when these things pop up, to ensure they are monitoring to get ahead of that information or going rogue?</p> <p><b>Dr. Williams:</b> As we are made aware, we can defer to DOJ but when you say rapid response like a team, that’s a different set up keeping our ear to the ground and processes internally to hold people accountable.</p> <p><b>Kali:</b> Is there a hotline people can call?</p> <p><b>Dr Williams:</b> We do have a federal response route and resolve. As we take question and comments, we have a team on the back end referring folks accordingly. I’ll get you the email information.</p> |   |
| <p><b>Walk-Through Language on Priorities and Goal Setting Language</b><br/>(40 minutes)- All</p> | <p><b>Rachael:</b> High level priority bills tracking:</p> <ul style="list-style-type: none"> <li>• State School Fund Current Service Level – HB 2140</li> <li>• Accountability - SB 141 and HB 2009</li> <li>• Early Literacy - HB 3040</li> <li>• Summer/Afterschool - Early Reconciliation Bill (Number TBD) for summer 2025 + HB 3039 for summer 2026 and beyond</li> </ul> <p><b>Dr Williams:</b> The Governor’s priority are our priorities - accountability, early learning, etc.<br/>HB 3037 is grant alignment work. There is too much administrative burden, we have a couple things fixed in this grant alignment proposal to streamline reporting for small districts. How can we scale reporting requirements so its mindful of context but still holding folks to high standards.</p> <p>HB 3038 – names minor changes to stature related to STEM, school for the deaf, improve services we provide. There is outdated language and other technical things.</p>  | <p>Add Director Alyssa Chatterjee for meeting to go over bills DELC is tracking.</p> <p>Rachel to send a list out of bills she is tracking.</p> |

EAC is removing requirement for IGA (inter agency agreement) so it can be nimble and make work improved. Dr. Perez is leading EAC.

Complaints and investigation updates – SB 867. This makes changes and clarifies our process and allows us to provide remedy for students when there's a finding. Protects students from sexual conduct in breaks of engagement, and other items.

There was a question about if we were tracking who our civil right coordinators are in our districts. The answer is yes, we are tracking. Given climate of late, additional people are signing up. We'll have good information on who is taking that up and what that looks like.

Last piece is around SB 868. Talks about how to provide service level for regional inclusive service.

Early literacy, summer learning, accountability – those are our top priorities.

**Johnna:** We need to have Director Chatterjee here as well to talk about early learning, DELC bills, and what they are tracking. So many of those priorities also are in light with what we talked about that ODE is tracking. Just wanting to flag that.

**Rachael:** We'll send a list out of all the bills we talked about.

**Johnna:** The biggest changes are how we look at the whole system and the work group that ODE pulled together. It was really clear that there were guard rails and accountability in certain places but not across the full system. How do we look at this as a more coherent framework. From there, take what is working for those individual pieces and look across the system. We used SEA as one of those areas that had some accountability already that we wanted to look at for all parts of the district – adding in a few metrics. One we know is looking at K2 attendance. That is a strong predictor of kid's attendance over their education career. Also having a math metric, ensuring we are attending to literacy and math proficiency and making sure districts have choices to select local options and metrics and what those local metrics might look like.

Looking at assessments and look at interim assessments. We have a summative assessment taken at end of the year. Clear folks felt that one data point doesn't always

give a full picture. Who do we look at interim assessments (done throughout the year) in schools to see how kids are doing and progressing. Another area that rose to the top when talking about accountability.

**Dr. Williams:** I will add that the house bill I shared on streamlining, the Department has done some work to reorganize to create less burden on school districts. Trying to shift from 100+ reporting requirements and bring those down.

**Kali:** Wondering we also talked about interim assessments in k-3 space. I know you were looking at which were being used and where? Do we have any clarity on that data and is that still part of the convo?

**Johnna:** Yes, we have been talking about that.

**Dr Williams:** Majority of districts are using iReady or Maps. With large portion using iReady. Around 80+ using iReady, and 30+ using Maps. Some may use maps for reading and use another for math.

**Johnna:** Looking at those interim assessments and asking districts to chose so we can compare across. You asked on early assessments, so yes. Especially at that K5 and looking at specifically K5 on metrics we've been talking about through SSA that we want to extend to the whole system.

**Kali:** Not knowing where kids are before third grade hinders our literacy goals.

**Angela:** Question is around accountability language. Wondering if Sec. of State's risk report from 2022 on K12 risk – is that being taken? Part of the at- risk report leaned to heavily on local control. Is there marriage between expert advice and language going into this accountability?

**Johnna:** Absolutely, that was reviewed. Don't have the language yet but we are working on that currently, yes to the risk report being used.

**George:** Look at regular attenders across the system but K2 regular attenders is what research tells us is the most predictive about the rest of a student's educational career. We're still looking at regular attenders across the system.

**Johnna:** I would definitely say the whole system is

important, but I love the local metrics. The 3rd grade literacy piece or other elements of literacy that the states doing, a lot to invest in that and we should be very accountable to showing growth on literacy.

**George:** I definitely think anything that we do, whether it's behavior or things, that we do to reduce behavior, or 9th grade on track, 10th grade on track, 11th grade track 12th grade on track, graduation rates. If you have an opt out, you'll have less data. The more we have interim assessments the more growth in the classroom we have.

*Jon Weins shares slides on "2023-2024 Graduation Rate Webinar\_Jon Wiens"*

**Jon:** Graduation rates for 2023-2024 – the on-time graduation rate is 81.8 percent. Second highest ever reported, about one half point higher for class of 2023.

It's important to remember during their journey to graduation the class of 2024 endured full time COVID online school. Four-year graduation rate gains over time. Prior to pandemic, we saw steady increases. We've seen less progress since pandemic. This last year we saw graduation rates start to rise again. Most of the gains over the last 10 years were gained largely pre-pandemic.

**Kali:** Appreciate data point on race and ethnicities. You know the nations report card for racial justice lens, students of color are not doing well in this state in terms of academic outcomes measured for 4th and 8th grade. What came up in the accountability conversations is we can graduate kids that aren't learning, we can graduate kids that don't read, and so focusing on graduation rates it's tough for me. As someone who has devoted my life to equity and education. We have huge issues with achievement of students of color in schools and the graduation rates don't tell us how we're going to get better. I believe Jefferson High School is an exception and it's probably because of SSI being there. I think we need to be having a conversation around how we're moving the needle on achievement for students because graduation rates mask a deeper problem and the fact that we have the second to lowest nape scores in the nation is unacceptable -that's for all students. How can we as a committee can really focus in on the issue when it comes to academic achievement in the K12 system.

**Dr Williams:** Agreed. One thing we consistently say is number one, we're not satisfied with the graduate even where it is right now, so it is improving, and we still need more of our students graduating. It does mask some things. It does mask potentially the quality of each student's experience and what they really know. You're right, we really must stay the course and get really dialed with making sure districts are implementing those practices we know help move the needle. The college board called us a unicorn, taking AP exams and passing with 3,4, and 5's. We must do a couple things to what the committee is calling out. Don't want to set assessments aside, its truly an indicator. This data tells me our students, especially by junior year, are finding out their success. We have one of the shortest school days in the country. Theres factors there and we need to look at the whole picture to see where they shine. CTE professionals are seeing successes.

**Mark:** My question was we made a deeper dive into just the data from a community perspective with this particular cohort and just the impact of COVID. I do know that many community nonprofit organizations who partner with several school districts played a very critical role during the time. Oftentimes we have staff who actually subbed when they couldn't get teachers in the classrooms during COVID and what have you. So much happened that was not really documented, in terms of the value of community based organizations and nonprofits helping us partners. I'm just wondering by local data, to support us, to success plans, if that could be a potential point to reference in terms of just the important role that these access plans play when you invest in community organizations who really have those trusted relationships with our students and families who can cover the extra mile to help students.

**George:** With my school experience, teachers can look at this as another thing to do. If family, administrators, or teachers are not bought in, people won't spend much time on it if it has little to no direct accountability.

**Kali:** This impacts our state beyond just education. People look at these indicators - I don't know why people don't care for these things. It impacts Oregon just more than the schools. We have to do better as a state for our students. There has to be a bold state vision.

**George:** You gave a lot of "why is it important" for the

assessment.

**Javier:** Really appreciate the comments and will go ahead and pivot. With that said, I think it's important to try and focus in on as a committee to prioritize 1-2 committees. Want to focus in on the workplan.

**Rachael:** The last time we met we were working on prioritizing. We talked about prioritizing one and four, but want to solidify that's the direction the committee wants to go.

**Javier:** The thought was saving the middle priorities, and focusing on one and four to start triangulating points.

**Mark:** My recommendations would be to prioritize one and four.

*Kali approves. Cynthia seconds.*

**Angela:** I think number two combines with number one, correct?

**Javier:** I think that might fit there and we can call it out there. Will make an adjustment, remove the two middle items and move it to the bottom for historic purposes. Rachael and I can sit down on goals statements. Want to make this a good use of peoples time and energy to get peoples goals accomplished. Recommend less agenda items and focus on the work.

**Kali:** Thanks for trying to get us moving forward.

**Mark:** Javier, Committee recruitment updates?

**Javier:** We are really overrepresented in Portland i-5 corridor. We really need geographic representation. Really is a call out to George, and Dr. Jennifer Wilson that you know who great contributors will be as well in a geographic representative.

**George:** Do you want university officials?

**Javier:** We don't have a lot of early learning or community college representation or early learning HeadStart. Would be awesome to have that in a rural frontier statement.

**Kali:** Patricia Alvarado used to be on this.

**Angela:** Will we be reciting the four policy suggestions



that committee members sent forward? Also sending of other bills that dovetail? BIPOC caucus has a bill that teaches workplace diversity.

**Rachael:** We can send out all the bills we named, as it connects to the workplan – Javier and I will connect after. We got 4 suggestions for actions, and merge those so we can share it out ahead of the next meeting. Don't know how that well connect to the caucus piece. Hunch is it will connect with priority bills and workplan.

**Mark:** Thank you everyone for leaning in.

**Cynthia:** Thanks for everyone. No, we don't have all the answers, but together we can come up with recommendation and suggestion. We are the difference and can make the difference.

## Meeting Materials



5 Keys to OLIS.pdf



ODE\_RJC Education  
Committee.pdf



Hitting Pause on the  
'Dear Colleague' Lett



2023-2024  
Graduation Rate Wel

Link to ACE Webinar: [https://www.acenet.edu/Pages/dotedu/127-Future-of-Campus-Diversity.aspx?cldee=zW1ax9G65bub3XP4J\\_ktxSQual0ICIXSvFoiaDTfjG5z5dccDFtGyT5KbqvCTSkk&recipientid=contact-0bfdce59e517ed11815f005056866fb1-43f9816b2e8a4ddb9aa9a362af4c8147&utm\\_source=ClickDimensions&utm\\_medium=email&utm\\_campaign=dotedu-podcast&esid=7812fc29-40ee-ef11-9342-6045bdd90fcc](https://www.acenet.edu/Pages/dotedu/127-Future-of-Campus-Diversity.aspx?cldee=zW1ax9G65bub3XP4J_ktxSQual0ICIXSvFoiaDTfjG5z5dccDFtGyT5KbqvCTSkk&recipientid=contact-0bfdce59e517ed11815f005056866fb1-43f9816b2e8a4ddb9aa9a362af4c8147&utm_source=ClickDimensions&utm_medium=email&utm_campaign=dotedu-podcast&esid=7812fc29-40ee-ef11-9342-6045bdd90fcc)