



Agenda/Notes

Office of Governor Tina Kotek

RJC Education Committee

January 22, 2026 – Zoom

2:00 -3:30 pm

MEMBERS

X	Angela Uherbelau	X	Jenny Pool-Radway	X	Kali Thorne Ladd
X	Aryn Frazier	X	Jaclyn Caires Hurley	E	Marie Chisholm-Burns
X	Cynthia Richardson		Jennifer Simonson		Mark Jackson
	Djimet Dogo	X	Jennifer Wilson	X	Nelly Patiño-Cabrera
X	George Mendoza		Jimmy Howard	X	Sonya Moody-Jurado

OTHER ATTENDEES

	Andre Bealer		Johnna Timmes	X	Yasmin Solorio
X	Rachael Moser	X	Javier Cervantes		

Topic/Lead	Notes/Main Points	Decisions/Action Items
Recap of RJC Meeting Legislative Preview/Legislative Day Meeting	<i>Co-chair Cynthia Richardson starts meeting at 1:03pm. Javier reviews recent advocacy and legislator meetings. Conversations involved HR1, Future Ready Oregon and workforce development, engagement of BIPOC Caucus members, and criminal justice reform.</i>	
Emerging Bills to Discuss for possible advocacy	<p>Rachael highlights bills for the committee's consideration -</p> <ul style="list-style-type: none">○ LC 29 (Rep Levy) – Aimed at codifying McKinney-Vento federal laws into state law to support students navigating homelessness○ LC 43 (JPEA Committee) – Would modify the process used to determine the amount of state funding required for public K-12 education, shifting responsibility to a contractor from the current Quality Education Commission (QEC)○ LC 74 (Rep Finger McDonald) – Would require K-12 and higher ed institutions to adopt policies to address how they respond to federal immigration authorities on school/campus property○ LC 117 (Rep Wise) – Would require quarterly, public reporting of attendance data for all districts and strengthens comparability of attendance data to other states <p>Angela: Would love to talk about this article. There was some push back from colleagues on its to early to talk about that change. This is one attempt to tie our state to outcomes. This might be one we</p>	Future agenda item: Accountability / school cluster or district cluster accountability with SB 141

consider endorsing.

<https://www.oregonlive.com/education/2026/01/how-oregon-sets-education-funding-goals-and-measures-school-success-could-transform-under-new-proposal.html>

Rachael: We're tracking the connection between the draft language to the recent senate bill 141 around accountability.

George: The most consequential thing is to look at the funding we have for education and realistically for other agencies as well, from a school superintendent standpoint – the school doesn't listen to school superintendents very much. There's a disconnect between legislature and state in how the funds get used. Its misunderstandings at times for what actually happens. Clarity on that would be good. There's a lot of talk to do something, but it takes money and work to change. If we keep the same tax system and resources system, we won't solve the problems. We need to generate resources and funds to solve these problems.

Angela: https://www.opb.org/article/2025/12/12/oregon-moves-forward-education-accountability-plan/?utm_medium=email&utm_source=govdelivery

This is about the rulemaking processes on SB 141 around accountability. ODE is pushing clusters for school districts, vs holding all to the same standards. There might be a push for different standard for different districts. Is this another thing we can keep an eye on as a group. Implementation matters vs just passing laws.

Rachael: Implementation is where real accessibility matters. Similar sized school district and getting a better understanding of what that is and what it looks like.

George: We need to agree on if its attendance, grad rates, or achievement rates – there should be a bucket of items consistent, while having other items such as K-2nd attendance differences. There should be clarity and consistent supports for districts.

Jackie: Really interested in getting more involved with how they will differentiate different attendance and districts. <https://edsource.org/2025/ab1454-advances-english-learners/741701>

Would love to see how I can support similar advocacy to California's approach here in Oregon.

	<p>Rachael: Some of you might have tuned into the state board meeting with ODE doing rulemaking around accountability. Priority to that they did a high-level overview of components of accountability, what's coming forward and specific rulesets and what's on the horizon. There's ways to put through recommendations either through state board public comment, through this committee, or other avenues.</p>	
<p>Other</p>	<p><i>Javier reviews legislative dates. Reminder on OLIS training, January 29th at 11am.</i></p> <p>George: For me to feel comfortable, if I ran point to writing letters, will need a presentation or points on that bill. Need to understand it in depth before writing and advocating for it.</p> <p>Sonya: If its done organically, we (the tribe) can support it. If it's from an agency, the tribe looks at it if its through a different lens.</p> <p>Angela: These issues are really good for us to figure out how do we know to move forward as a body and have trust. We talked before about how Health Equity and Human Services Committee created their own matrix and they would weigh different topics against that matrix or something similar. It was a way for them to evaluate legislation – if they only had 3 out of 10 then they can move forward with it.</p> <p>Jennifer: More like an assessment rubric.</p> <p>Angela: Yes</p> <p>Kali: You can send it after and we can review.</p> <p>Kali: Disconnect is important conversation to have.</p> <p>Angela: Maybe whatever we agree to champion that it ties back to the themes we agreed about earlier.</p> <p><i>Meeting concludes at 12:55pm</i></p>	

<p>Meeting Materials</p>	<p>None</p>
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Zoom Chat

13:19:54 From Angela Uherbelau she/her to Hosts and panelists:

<https://www.oregonlive.com/education/2026/01/how-oregon-sets-education-funding-goals-and-measures-school-success-could-transform-under-new-proposal.html>

13:26:43 From Angela Uherbelau she/her to Hosts and panelists:

https://www.opb.org/article/2025/12/12/oregon-moves-forward-education-accountability-plan/?utm_medium=email&utm_source=govdelivery

13:32:20 From Jackie Caires Hurley (she/hers/ella) to Hosts and panelists:

<https://edsource.org/2025/ab1454-advances-english-learners/741701>

13:42:50 From George Mendoza to Hosts and panelists:

Hey Kali! Good to see you!

13:43:16 From Kali Thorne Ladd to Hosts and panelists:

Hello :) Sorry to be so late. Good to be here.

13:48:48 From Nelly Patino-Cabrera to Hosts and panelists:

Rachel, did you mention senate bill 141? Wondering if I missed this...

13:51:12 From Yasmin Solorio, Gov Office (She/her) to Hosts and panelists:

https://docs.google.com/document/d/1ZXgCUFMjvYCNHDwWk_0KmqkefQ-v5S5q/edit

13:51:16 From Yasmin Solorio, Gov Office (She/her) to Hosts and panelists:

^link to view the doc

13:52:53 From Yasmin Solorio, Gov Office (She/her) to Hosts and panelists:

Our next meeting as a committee is Feb 23rd

13:53:07 From Kali Thorne Ladd to Hosts and panelists:

Can you share the link with the bills that you shared about in the chat?

13:54:03 From Angela Uherbelau she/her to Hosts and panelists:

If committee members are interested, it would be great at our next meeting if ODE could come present their answers to the Sec of State's recent questions to them about the literacy initiative: <https://www.oregonlive.com/education/2026/01/oversight-over-state-literacy-grants-draws-scrutiny-from-secretary-of-state.html?gift=238c8cf0-912e-48e0-b6c0-8bec229dc665>

13:59:14 From George Mendoza to Hosts and panelists:

Rubric Ideas: Prioritize Access to High Quality learning; Remove barriers related to poverty, geography, disability, language, or transportation; Increases participation in core academics, enrichment, and support services; Supports mental health, belonging, and emotional safety; Strengthens systems for behavior, attendance, and engagement; Directly improves teaching and learning; Improve literacy, math, and graduation goals; Strengthens classroom practice and student outcomes; Prioritizes students who experience the greatest barriers- students with disabilities, emerging bilinguals, students in poverty, foster youth, historically marginalized groups; Includes clear indicators of success; Uses data to monitor progress (attendance, growth, achievement, engagement) Direct Investment in Students

Funds people, programs, or supports that directly impact students

Demonstrates return on investment