



Agenda/Notes

Office of Governor Tina Kotek

RJC Education Committee

March 24, 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
	Djimet Dogo		Jennifer Wilson	X	Sonya Moody-Jurado
	Dr. Jenny Pool-Radway	X	Jimmy Howard		
	George Mendoza	E	Kali Ladd		

OTHER ATTENDEES

	Andre Bealer	E	Johnna Timmes	X	Yasmin Solorio
E	Rachael Moser	X	Matt Garrett, ODE	X	Javier Cervantes
X	Alyssa Chatterjee, DELC				

Topic/Lead	Notes/Main Points	Decisions/Action Items
Welcome and Intro	<i>Cynthia provides opening remarks.</i>	
Presentation: <ul style="list-style-type: none">• DELC: Discussion of bills related to Early Learning	<p><i>Director Alyssa Chatterjee shares DELC Legislative Update slides</i></p> <p>Director Chatterjee: Department's primary goals are</p> <ol style="list-style-type: none">1. Keep kids healthy and safe in care2. Increase access to care and set foundational early learning skills3. Provide strong customer service and be accountable for public funds <p>Several bills advocating for are:</p> <ul style="list-style-type: none">• HB2811 Dolly Parton's Imagination Library. Codifies the program in statute.• HB2814 Licensing Statute Alignment. Working to create consistency across licensing statutes. Want to provide waivers across the board, right now we can only provide waivers for one type.• HB2815 Tribal Early Learning Plan & Fund. Centering tribal sovereignty and self determination to support language and culture revitalization, provisional development.• HB3818 Early Childhood Suspension and Expulsion Prevention. The update since last	DELC to share slides with Committee.

week was the bill died.

- Operational Support POP101. Focused on making sure we have operational capacity as a new agency to fund payroll team, HR staff, recruitment, comms capacity, have accountants. Provides funding for new IT systems.
- CCLD Staffing Pop 105. Leveraging federal funds to add capacity to the Child Care Licensing Division.
- Birth Through Five Literacy Pop580. Would add \$12.5 million General Fund.
 - Centering Ribal Sovereignty \$3.6 M. Non competitive funding application.
 - Ready to Read Program \$800K
 - Workforce Supprot \$1.3M
 - Program Serices \$15.9M.
- Additional investments include
 - \$4.7 million for Tribal Early Learning fund.
 - \$4.35 million for Infant Early Childhood Mental Health Consultants and Every Child belongs

Angela: Can you tell us how these pops are going over with legislators as they are trying to count accountability to spend? Some are tied to evidence based.

Director Chatterjee: We've been focusing a little bit more on educating some of the budget committee. In particular on what literacy looks like in early childhood. We've gotten some questions like "can you really learn literacy in a home-based environment". Clarifying yes because brain development is happening there. One of the challenges the literacy funding in particular which I know ODE shares as well, is we didn't get the funds until 2024. We don't have the ability to say what the result has been, we're still putting the money out the door. The early learning system is not fully publicly funded and accessible to all children and so we're working on and helping the legislature understand you may not know whether this worked for five years. When we first presented to the budget committee it was in February and March. We'll be coming back in late April for kind of one more session and I think that will give us a better indicator of what are they really honing in on as they try to balance available resources.

Angela: Thank you.

	<p>Javier: Is there anything this committee can do to help support this work if the committee thinks it's worth doing advocacy around? Like a letter for example. We have early learning on our workplan. Are there items which this committee can look at for support?</p> <p>Director Chatterjee: Making sure you are including early learning in conversations with legislators. Happy to keep you in the loop Javier when budget bill comes up again in Ways and Means.</p> <p>Javier: Just want to bring up opportunities.</p> <p>Mark: I know we have a process in place.</p> <p>Javier: Cynthia and Mark can help us with that.</p> <p>Cynthia: Will we get copies of this presentation?</p> <p>Director Chatterjee: Yes. Here is a breakdown of our W&M presentation topics and slides.</p> <ul style="list-style-type: none"> • March 3rd – DELC Goals and Licensing Overview • March 4th – DELC Programs Overview • March 5th – DELC ERDC and Professional Learning Overview • March 6th – DELC Operations and Legislative Requests + Public Testimony <p>Slides: https://olis.oregonlegislature.gov/liz/2025R1/Downloads/CommitteeMeetingDocument/292750</p>	
<p>Updates:</p> <ul style="list-style-type: none"> - Federal Items - Early Literacy Grant Update - Report-back: Governor's Stance on DEI from February RJC Meeting 	<p><i>Matthew Garret, ODE, provides updates on federal items and early literacy grant.</i></p> <p>Matt: Interim director of Dept of Education. Dr. Williams sends her regrets, unable to attend today. Dr. Williams is in D.C. and will have the opportunity to speak with the US DOE Secretary McMahon so that should be an interesting conversation. Last week's issuance of the Trump administration's executive order to close the US Department of Education, this EO was vague, it lacked detail which caused more uncertainty and confusion. The executive order signals the policy direction of this administration, but it does not immediately shutter the department nor automatically altered federal funding streams for educational programs here. Efforts of that significance would</p>	<p>Matt will follow up with a list of 13 grantees.</p>

require congressional approval given that congress created the dept of education.

Dr Williams wanted me to reinforce the state of Oregon, and this agency, remains steadfast to provide all learners with quality education equitably. Agencies priority remains that funding for critical programs remain secure. We are playing with scenarios and prudent in our approach. But as we learn and secure factual information, we will share that widely. Don't forget the "why" on why we are committed to the work we do - Delivering high quality education for all. But it should never affect the "why" of what we do and the commitment and the dedication of the professionals here to deliver education. Happy to take any questions specific to the federal issue.

No questions from committee members

Update to Early Literacy Grant

Matt: The purpose of the community grant program is that the community grant program is actually one of four grant programs they're from DELC - they're district grants, tribal grants, community grants. All were initiated in 2023 with house bill 3198. The early literacy success initiative certainly was a governor's priority. Now called the community grant program, seeks to expand culturally and linguistically responsive early learning programs for children in early elementary grades by providing researched online professional training and coaching for direct service staff. Engages parents caregivers and the children in early elementary grades ensuring that the programs are available on equitable and statewide basis and then finally providing tutoring programs and trainings of tutors to qualify for instruction in a manner consistent with that research online literacy strategy.

Staffing – we have two people on point and a policy analyst. Community outreach and engagement was done to gather statewide input and underrepresented voices for resources. Dept of Education developed early literacy framework document. As well as a guidebook. Dept of Education has awarded the first cohort for 20-25. Approx 14 million funds went to 13 grantees on March 7th. ODE has developed second cohort for 25-27 time frame. Request for application will be placed on Oregon Buys in a few weeks in April. Window closes in May for second cohort. Hopefully everything is completed by July.

Angela: Is it possible to see a list of the 13 grantees published anywhere? Can RJC education committee see who those grantees are and where they're located? To your knowledge is the department tracking the geography of these grantees relative to the schools that are the lowest proficiency in this state? Is that part of the grant making process or and or is that something that ODE is tracking so we know basically that the funds are flowing to the places that need the most.

Matt: Yes, can provide you that list.

Mark: Will that second cohort opportunity speak to any geographic gaps to ensure we balance our state in an equitable way.

Matt: Will look at geographical representation and get back to you.

Cynthia: Have a lot of uncertainty on what's happening. Thanks for being here and sharing information. Hopefully you will keep us updated on changes as they occur.

Matt: Certainly, will keep you updated.

Javier: Moving onto the next update. In February, Cynthia, Mark and I were at the RJC. At the end of the meeting the Governor had thoughts on her stance on keeping families safe. How can the governor get her voice out there. That the governor has a message for marginalized groups that have been targeted. Wanted to share that, rather than report out.

Javier shares video.

<https://www.youtube.com/watch?v=K4P15HqTjs>

Javier: How can we get more of that messaging out to and in front of people, governor is listening and messaging properly. The governor is saying and doing things but sometimes its not reaching the community.

Cynthia: Like the stance she is taking. Like that we are going to keep doing what we are doing until we have official notice we need to do things differently. Helps and prevents chaos. When you have people that are funded by federal funds like Title 1, they worry about job security. We want every child to feel seen, heard, and supported. She really wants us to stay focused to do everything as per usual until we get an official

	<p>message.</p> <p>Mark: I concur with Chair Richardson. I appreciate the actual resource.</p> <p>Javier: When it comes to dissolution of Dept of Education, needs to happen from an act of congress as we heard from Matt.</p> <p>Jimmy Howard: From higher ed perspective - Message is helpful to ground us. Lot of folks who leave their countries who come here for haven. Important reminder for our values, laws. Things in Oregon that protect us from federal guidance. Do feel like it helps remind us of where we are.</p> <p>Javier: Oregon continues to be a sanctuary state. First in the country to ever be one. No one can take student out of school without warrant or legal document signed by a judge. Feds must go through proper channels.</p> <p>Angela: You make a really good point. That is the one thing that I'd love to see either tagged to this communication or future communications from the governor - resources to empower people. I think her overall message is important and at the same time if people have very specific fears or experiences knowing where they can go, linking to the resources around know your rights, the DOJ website, or the ODE website so that people have a way to engage and be informed. Most people don't know and it adds to that atmosphere of fear.</p> <p>Javier: DOJ is a good resource.</p> <p>Jimmy: Curious that this is out there on the web. What other efforts have been taken to spread the message. What have they done?</p> <p>Javier: Comms is trying to get this out there. Governor has had a number of town halls with spiritual leaders around the state and engage. Local Univision statement was eliminated. Unfortunately we don't have a local affiliate.</p>	
Workplan Goal Writing & Next Steps for Advocacy	<p><i>Javier discusses workplan.</i></p> <p>Angela: concerns SB141, HB2009, are written where state would come in and address achievement gaps or districts failing outcomes by coming in years later with coaching. Concern is the crisis is now and really wanted</p>	

to see targeted intervention and funding with schools struggling the most today. That is something we are advocating for and renewal of literacy initiative. Doing something systemically training all k3 teachers and target funds as well. Right now, none of that is included in those bills.

Javier: The bills have already passed the workgroup processes. However I think this committee can provide recommendations for it moving forward, I would think. As they go forward, this committee can provide recommendations.

Cynthia: The other thing about accountability and what we want to ensure is implemented. Want to make sure people have time to work on proposed changes, before putative changes come. Thinking back to no child left behind and how ugly that was.

Mark: What comes to my mind - really interested in learning at local level how equity is being embedded.

Jaclyn: Will put in chat a few resources guiding my thinking. I know schools labeled as “underachieving” which has been co-worded for schools that serve bilingual students. Been mindful of keeping up with National Center for Effective Literacy. Recent webinar on what implementation looks like in other places, lot of teacher testimonials in this report and speaks to perspective on how we implement these practice and bills. Not steamrolling that will hurt our bilingual schools or students even more.

NCEL1:

<https://www.youtube.com/watch?v=Dij0thQzQUM>

NCEL2 (report): <https://multilingualliteracy.org/voices/>

Marie: Want to go back to statement on accountability. Agree with Ms. Cynthia. It's that balance. Can we look more towards milestones or markers. Can we have milestones that we can see and shed light if we are looking in the right direction.

Javier: It would have been great to have our policy advisors and director of ODE here as well. Revisiting these conversations implementation and accountability go hand in hand.

Cynthia: When you look at it, it tells you the states doing well academically. What are they doing that we aren't doing? Love to have some information on what they do, how their schools compare to ours. In SKSD we

	<p>have over 100 languages spoken. What are they doing differently, do they experience that as well.</p> <p>Javier: Can we find some states that are representative of Oregon, that are doing better than Oregon, to do a comparison there. Might not be as diverse as our community and workforce might be more diverse.</p> <p>Angela: Happy to do some research. Appreciate Cynthia what you said. We are close to Mississippi. They have fourth graders experiencing poverty now experiencing higher reading than their peers across the nation. Happy to share those resources.</p> <p>Javier: Any thought on workplan? Sounds like we have some dates with Ways and Means Committee. Let me talk through that process. You received advocacy document and how that works.</p> <p>Angela: Request to add chat to meeting minutes.</p> <p><i>Co-chairs conclude meeting.</i></p>	
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Meeting Materials	 PDF DELC Legislative Update 3.24.25.pdf
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Zoom chat

13:06:23 From Javier Cervantes, Gov. Office (El, He, Him, His) to Hosts and panelists:

Agenda

1. Presentation:

- DELC: Discussion of bills related to Early Learning (20 minutes)
- 2. Updates (20 minutes):
 - Federal Items
 - Early Literacy Grant Updates
 - Report-back: Governor's Stance on DEI from February RJC Meeting & video
- 3. Workplan Goal Writing & Next Steps for Advocacy (Remaining Time)

13:47:43 From Javier Cervantes, Gov. Office (El, He, Him, His) to Hosts and panelists:

Link:

<https://www.youtube.com/watch?v=K4P15HqTis>

14:02:24 From Yasmin Solorio, Gov. Office (She/Her) to Hosts and panelists:

Work Plan: https://docs.google.com/document/d/1_MtnMQMIGaqdPVc5ur_bQgJmBZOjMR7M/edit

14:06:42 From Jaclyn Caires Hurley (she/hers) to Hosts and panelists:

NCEL1: <https://www.youtube.com/watch?v=Dij0thQzQUM>

NCEL2 (report): <https://multilingualliteracy.org/voices/>

14:11:10 From RJC Education Angela Uherbelau to Hosts and panelists:

Thank you Jacklyn for those resources. I'll definitely take a look. I also want to share with the committee on our www.oregonkidsread.com website, there's a list of Oregon's Most Neglected 42 Schools in reading. They're all 100 percent Title 1 and majority BIPOC schools. They need and deserve more support immediately.

14:16:15 From Jaclyn Caires Hurley (she/hers) to Hosts and panelists:

Thanks Angela. Happy to work with you as we interpret the success of our bilingual schools. Here's an alternative measure:

https://literacysquared.org/research/RenaissanceBiliteracyTrajectories_Whitepaper_Final.pdf?fbclid=IwY2xjawJOqqtleHRuA2FlbQlxMAABHSmgs0K5h-3cd6zbylZ1nATqT9xA2u0DvuZ8rORCWIPCJMDU0pqTFjr3mQ_aem_9rZF_rDvdKhAg3xN47aREA

14:18:29 From RJC Education Angela Uherbelau to Hosts and panelists:

I've bookmarked, thank you Jaclyn!

14:19:08 From Jaclyn Caires Hurley (she/hers) to Hosts and panelists:

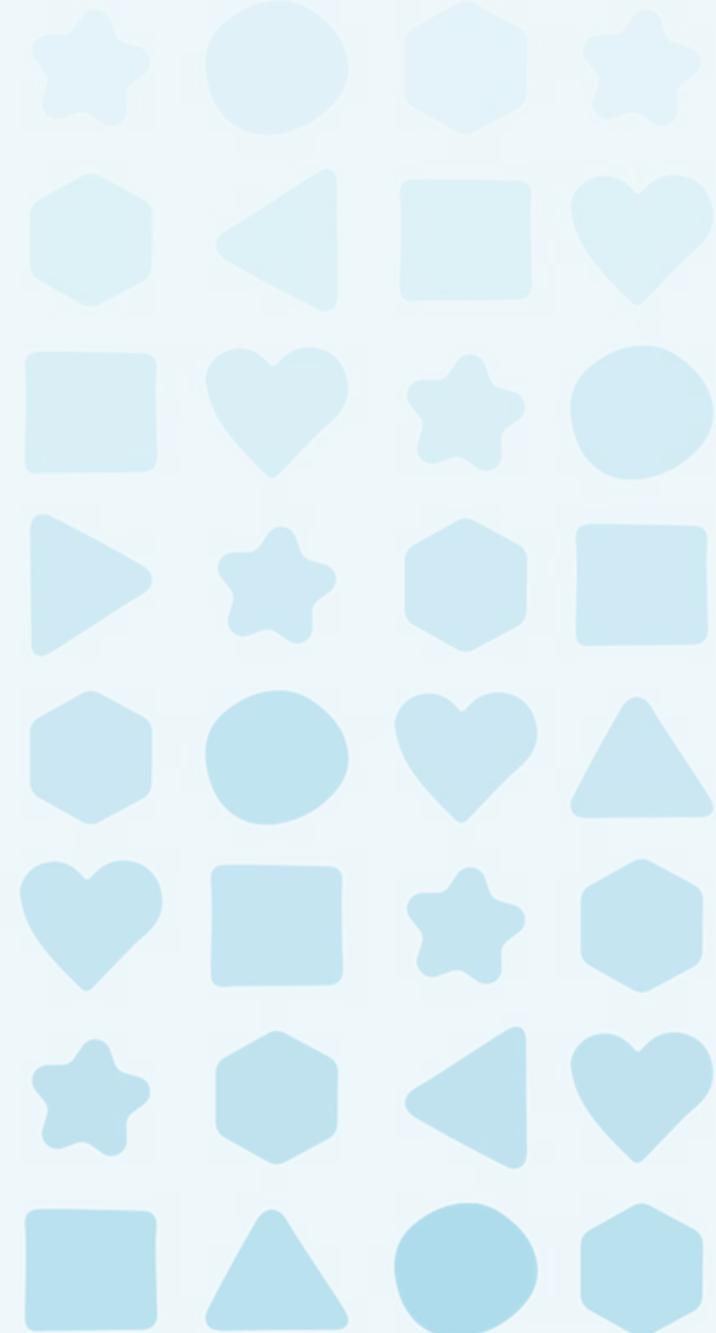




Oregon Department of
**Early Learning
and Care**

2025 Legislative Agenda

Alyssa Chatterjee, Early Learning System Director
March 24, 2025



Primary Goals



Through the design and implementation of DELC and development of the agency's first strategic plan, three key goals guide the work of DELC:

- 1 Keep kids healthy and safe in care
- 2 Increase access to care & set foundational early literacy skills
- 3 Provide strong customer service and be accountable for public funds

HB 2811: Imagination Library



Continuing of DELC's statewide Imagination Library of Oregon Program, a book gifting program that mails free, high-quality, age-appropriate books to children from birth to age five, regardless of family income. The bill reintroduces HB 2872A from the 2023 session with small adjustments to align DELC's current contract with the Dollywood Foundation.

- \$2.2M additional funding was also included in the Governor's Recommended Budget.



HB 2814: Licensing Statute Alignment



HB 2418 is a technical bill designed to improve flexibility in the child care licensing process through waivers by reducing administrative barriers, allowing the Department of Early Learning & Care to test new options, streamlining paperwork, supporting providers in underserved areas, and ensuring efficient operations, all while maintaining safeguards for child care.

HB 2815: Tribal Early Learning Plan & Fund



Centering the Tribal sovereignty and self-determination to support language and culture revitalization, professional development, to meet Tribal early learning and child care goals. The Tribal Advisory Committee (TAC) recommends additional funding* for the Tribal Early Learning Fund to center Tribal sovereignty and expand access to early learning and care activities within Tribal nations.

- \$4.75M was also included in the Governor's Recommended Budget.



HB 3818: Early Childhood Suspension & Expulsion Prevention

HB 2166 (2021) established an Early Childhood Suspension & Expulsion Prevention Program – now Every Child Belongs – while SB 236 (2021) simultaneously established a prohibition on suspension and expulsion in licensed child care or DELC-funded early learning programs. HB 3818 addresses identified gaps in the 2021 legislation by:

- Focusing on required inclusive practices in child care licensing (new rulemaking authority)
- Requiring engagement – both contact and receiving services – from Every Child Belongs when considering suspension or expulsion



Operational Support POP 101



- Adds 15 positions across several operational teams and program administration teams.
- Abolishes 1 position and allows for the transition to DAS shared payroll services.
- Provides funding for operations and maintenance of the Awards Management System and Healthy Families Oregon database.
- **\$4.7 million General Fund**

CCLD Staffing POP 105



Prioritizing customer service, translation services, and compliance needs

- Adds 13 positions across Child Care Licensing Division:
 - Licensing (10 Compliance Specialist 2s)
 - Investigations (1 – Compliance Specialist 3)
 - Policy Analysts (1- OPA2, 1- OPA3)
 - Legal Actions and Hearings (Part time to Full time – FTE request only)
- **\$3.1 million Federal Funds**

Birth Through Five Literacy POP 580



Total: \$12.5 million General Fund

- \$10 million for Birth Through Five Literacy grants
- \$2.2 million to support Dolly Parton's Imagination Library.
- \$0.3 million for literacy framework and development.

Centering Tribal Sovereignty \$3.6M

- Expanding culturally specific programs, promoting family engagement in early literacy, and supporting tribal language revitalization.

Non-competitive funding application

Ready to Read Program \$800K

- Strengthen collaboration between DELC and libraries.
- Increase book distribution and culturally responsive family education.

Inter-agency Agreement with State Library

Workforce Supports \$1.3M

- **Early Learning Kindergarten Guidelines (ELKG):** \$841.5K to review guidelines, conduct community engagement, and develop training and culturally relevant materials.
- **Development of Early Literacy Pathways:** \$500K to support professional training for the workforce and improve literacy-focused professional development.

Program Services \$15.9M

- **Reach Out and Read:** \$200K to expand home language literacy efforts.
- **Dolly Parton Imagination Library (DPIL):** \$2.2M to increase book access.
- **Enhance Home Visiting Programs:** \$3M to OPK, RN, HFO to improve access to culturally specific literacy materials.
- **ECEF:** \$3M for developing culturally relevant literacy initiatives.
- Community Funding for Literacy: \$7.5M for regional Early Learning Hubs & Parenting Education Hubs

Additional Investments



- **\$4.7 million** for Tribal Early Learning funding.
 - ~\$500k per Tribe
 - \$250k – 5% set aside for DELC to provide contracted services
- **\$4.35 million** for Infant Early Childhood Mental Health Consultants and Every Child Belongs system supports



Thank you! Contacts

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