



MEMBERS

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

OTHER ATTENDEES

X	Andre Bealer		Johnna Timmes	E	Yasmin Solorio
X	Rachael Moser	X	Javier Cervantes	X	Dr. Charlene Williams
X	Melinda Gross, DAS	X	Vanessa Clark, ODE	X	Lucia Rodriguez
X	Tobia Sherwood, DAS	X	Aaron Rivera-Driver, ODE		

Topic/Lead	Notes/Main Points	Decisions/Action Items
Welcome/Recognizing Departing Members	<p style="text-align: center;"><i>Meeting starts at 1:05pm</i></p> <p>Departing Members: Djimet Dogo, Jenny Pool Radway, Kali Thorne Ladd (promoted into a new position in Early Learning) – Thank you so much for all the efforts, consistent participation, willingness to serve and trying to make Oregonian lives better particularly the students.</p>	
Revisit Education Funding, including Poverty Weight Discussion-ODE-45 Minutes	<p>Dr. Williams: Thank you for the opportunity to continue this important conversation. The more informed people are, the better decisions the committee can make in recommendations and advocacy especially for the students that need the support and representation. Thank you for your leadership in this space.</p> <p style="text-align: center;"><i>Dr. Williams introduced the newest Superintendent of the Office of Finance and Administration Aaron Rivera and Vanessa Clark, Oregon Department of Education (ODE) Program Analyst.</i></p> <p style="text-align: center;"><i>Vanessa shared and presented the State School Fund slide deck.</i></p> <p>Dr. Williams: As the committee considers equity in funding, how should priorities be set, and what implications should be considered when changes occur within a fixed resource environment?</p>	

Rachael: There is a lot happening in the overall ED funding space. There is so much complexity in this. It would be helpful to get any clarifying questions that will help inform our conversation later today in terms of the prioritization and what else do we need to learn in the overall headspace. There are questions around adequacy of funding. It is a important moment to think of all the different pieces, and as committee what do you want to focus on.

Angela: It's to my understanding that Oregon is the only state in this country that defines poverty using the state methodology? I would like to confirm that this is true. Other states use direct certifications for state administered programs. Are we the only state that does poverty weighting in this way?

Vanessa: It is my understanding that other states are use Small Area Income Poverty Estimate (SAIPE) but they may not only use SAIPE. Other states may use SAIPE in combination with something else. I will need to look at the research again to get specifics on that.

Angela: On the slide where Vanessa talked about SAIPE is mandated by the legislature and that it is the formula that has to be used, so the only way that could change is by statute? I just wanted to clarify that.

Vanessa: It is required in statute that ODE uses SAIPE but the way we use SAIPE is not defined in statute. We have room for how we change it but without legislative action we can't entirely get rid of SAIPE. We cannot entirely shift to a different data source.

Angela: ODE could choose to use the data differently and I want to follow up on something in the presentation that stated if ODE did that we have the authority to redistribute and there is nothing legislatively stopping ODE from doing that, correct?

Vanessa: There is nothing stopping the way we use SAIPE data currently. However, if we increased the poverty weight it will start to decrease the Average Daily Membership (ADM) weights and then what we are really doing is moving resources from one district to another which will bring down the accuracy of

ODE to look into SAIPE use of other states

funding in some school districts.

George: SAIPE concerns not accurate for me, not a true representation. Accuracy of poverty is an issue. There are great concerns we should discuss to resolve accuracy. Some people will lose out of funding but the accuracy of having the funding is there. For sure fix problem 1 is district level percentage students in public education is simplistic. Districts that enroll large numbers of out of district students are more likely to receive 100% of safety poverty number. Online education is likely getting better funding than districts that have poverty in their own school. This needs to be fixed as soon as possible if we are allowed to. Online does not have as many services as brick and mortar and yet they get funded the same if not more. If we are looking at the rate of students and poverty and not being sure if it is private or home school options, the fix would be a hybrid approach of SAIPE with direct certification to get a more accurate poverty where it is more real and accurate. This can be a phase in approach in a course of 2-3 years.

Short Legislative Recap-
Rachael-10 Minutes

Rachael: Let's wrap up 2026 Short Session Bills and share a quick reminder of what bills passed connected through education.

Rachael shared and presented the 2026 Short Session Bills slide deck.

Angela: Has Rachael heard anything about the bill they try to pass regarding expand collective bargaining on class size for all schools which would have a huge impact on racial justice.

Rachael: I have not heard that they are planning to revive that and we are early in discussion in terms of 2027 session. We met with a number of education partners to get a sense of their early thinking around what their priorities would be heading into the next session. This was not on the list. We heard a lot more around students experiencing special education, high cost of disability, the increase of cap, healthcare cost related to OWEB and the Public Employees Retirement System (PERS).

George: Superintendents advocating for PERS reform/support. Districts are paying 30% of their budget towards PERS, 40% of Oregon Paid Leave is covered by the district and we also pay for the substitutes. We are asking for an adequate state

	<p>fund. We are hoping that the state takes PERS and get funded 80%. We also talked about getting from 11% to 15% cap for special education, state average is over 15%. Online schools get the same amount as brick and mortar per student, and they don't do the same amount of work or study and there need to be reformed. High-cost disability: 54% of funds were reimbursed, now it is at 22% reimbursed.</p>	
<p>Updated Racial Equity Impact Statement Process-Melinda Gross, Office of Culture Change-15 minutes</p>	<p>Melinda: We have 15 short minutes and leave a little bit of space at the end of questions; know you can always reach out to us via email with your questions. Think of today as context building as well as filling in the blanks in what a REIS is and what a recommendation are for your process.</p> <p style="text-align: center;"><i>Tobias/Melinda shared and presented the REIS Process slide deck. No questions from the Committee.</i></p>	<p>Javier: Committee Members to complete the Agencies to Prioritize Survey regarding Policy Option Packages (POPs), prioritize the top 2 or 3 agencies: https://docs.google.com/forms/d/e/1FAIpQLSfATm3_suZfxC9DSW5YAjlt9y8Dp_2Ay7VQMudZTodvHVOWSg/viewform</p>
<p>If Time Allows: Initial Priorities and Budget Discussion: ID Agencies and Budget Items including REIS</p>	<p>Javier: At the March 2026 RJC Meeting the Governor stated the budget is still tight, there are not going to be a lot of Policy Option Packages (POPs) coming from the agencies. If there are POPs, they have to be very specific on how the agency is going to pay for them (self-funded/existing dollars). Agencies are not supposed to come in with brand new asks. We have to do what we can with the dollars that we have.</p> <p>Andre: Let's continue the poverty weight conversation to set the right tone before meeting with the representatives via email prior to the next meeting.</p> <p>Javier: Next Meeting is scheduled for May 18 at 1 pm</p> <p>Andre: Javier let's send out a follow up email with available options for the committee to consider.</p> <p style="text-align: center;"><i>Meeting concludes at 2:33pm</i></p>	

<p>Meeting Materials</p>	 2026 RJC SSF Overview and Povert	 2026 Short Session Bills.pdf	 Recap of Education Committee Priorities
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Zoom Chat

- 13:04:08 From Javier Cervantes, Gov. Office (El, He, Him, His) to Hosts and panelists:
Agenda for the RJC-Education Committee Meeting is as follows:
- ☑ Welcome/Recognizing Departing Members
 - ☑ Revisit Education Funding, including Poverty Weight Discussion-ODE-45 Minutes

- 📄 Short Legislative Recap-Rachael-10 Minutes
- 📄 Updated Racial Equity Impact Statement Process-Melinda Gross, Office of Culture Change-15 minutes
- 📄 If Time Allows: Initial Priorities and Budget Discussion: ID Agencies and Budget Items including REIS

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13:05:07 From Javier Cervantes, Gov. Office (El, He, Him, His) to Hosts and panelists:

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13:28:14 From Javier Cervantes, Gov. Office (El, He, Him, His) to Hosts and panelists:

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- 📄 Short Legislative Recap-Rachael-10 Minutes
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13:40:21 From Dr. Charlene Williams to Hosts and panelists:

As the committee considers equity in funding, how should priorities be set, and what implications should be considered when changes occur within a fixed resource environment?

13:42:59 From Rachael Moser, Oregon to Hosts and panelists:

One clarification, are virtual charter schools considered public or non-public?

13:51:14 From Angela Uherbelau to Hosts and panelists:

I completely agree w/George about the importance of accuracy of counting students in poverty. Oregon is the 4th most regressive in the country in education funding. <https://www.wweek.com/news/schools/2026/04/07/study-finds-oregons-high-poverty-districts-at-a-disadvantage-in-education-funding/>

13:53:09 From George Mendoza to Hosts and panelists:

As the committee considers equity in funding, how should priorities be set, and what implications should be considered when changes occur within a fixed resource environment?

SAIPE concerns- Not Accurate; Needs to be True representation

Accuracy of Poverty should Impact Adequacy of funding is a

For Sure fix Problem 1- Online

Only SAIPE likely has created a problem with Concern 2

Hybrid Model SAIPE with Direct cert and Students Exper. Poverty

Phase In Model; 2-3 year phase in

13:58:28 From Angela Uherbelau to Hosts and panelists:

I'd advocate for a faster phase-in from a moral point of view - better resourced districts have benefitted from Oregon undercounting poverty for years as under-resourced have been harmed. And the more time we take, the more major players will rally to oppose - Oregon Education Association killed even *studying* a change last session:<https://www.oregonjournalismproject.org/the-oregon-education-association-is-mighty-but-slipping>

13:58:36 From George Mendoza to Hosts and panelists:

Wanted you to have a better version: As the committee considers equity in funding, how should priorities be set, and what implications should be considered when changes occur within a fixed resource environment?

1. SAIPE concerns- Not Accurate; Needs to be True representation

2. Accuracy of Poverty should not Impact Adequacy of funding

3. For Sure fix Problem 1- Online education should not get more funding than brick and Mortar poverty

4. Only utilizing SAIPE likely has created a problem with Concern 2 as it relates to accuracy of rate

5. Solution would be to develop a Hybrid Model 1/3 SAIPE with 1/3 Direct cert and 1/3 Students Exper. Poverty would be more accurate than current model

6. Implement a Phase In Model for Concern 2 so that accuracy is better considered in our model of calculating Poverty;

14:03:33 From Angela Uherbelau to Hosts and panelists:

Related to what George is saying - is the Governor's office considering statewide collective bargaining like other states do?

14:06:22 From Rachael Moser, Oregon to Hosts and panelists:

Great question, Angela

14:08:47 From Rachael Moser, Oregon to Hosts and panelists:

Tracking some of the work that previously had around statewide collective bargaining through a workgroup - and definitely foresee more conversations around collective bargaining heading into 2027

14:11:34 From Javier Cervantes, Gov. Office (El, He, Him, His) to Hosts and panelists:

Remaining Agenda Items:

- ☑ Updated Racial Equity Impact Statement Process-Melinda Gross, Office of Culture Change-15 minutes
- ☑ If Time Allows: Initial Priorities and Budget Discussion: ID Agencies and Budget Items including REIS

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14:19:02 From Angela Uherbelau to Hosts and panelists:

Thank you Rachel, would love for our committee to be updated on statewide collective bargaining as it evolves. As we continue to discuss poverty weight, I've asked if we could have Rep. Ricki Ruiz invited as a guest to share with us his expertise as co-chair of Ways & Means Subcommittee on Education (and BIPOC caucus co-chair) and his experience in trying to get a bill passed around that issue. Can he be invited for our next meeting?

14:23:41 From Javier Cervantes, Gov. Office (El, He, Him, His) to Hosts and panelists:

Agencies to prioritize:

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14:26:27 From Nelly Patino-Cabrera to Hosts and panelists:

Done :)

14:26:49 From Melinda Gross (she/her) | DAS Office of Cultural Change to Hosts and panelists:

Here is the link to the budget instructions in case you want to review all the questions in the REIS:

<https://www.oregon.gov/das/financial/pages/budgetinstruct.aspx>

NOTE: The worksheets are at the bottom of the page, titles starting with "Racial Equity Impact Statement (REIS) Worksheet..."

14:31:32 From George Mendoza to Hosts and panelists:

Need to go my friends- Best wishes!

14:31:42 From Nelly Patino-Cabrera to Hosts and panelists:

Bye everyone... need to go to my next meeting



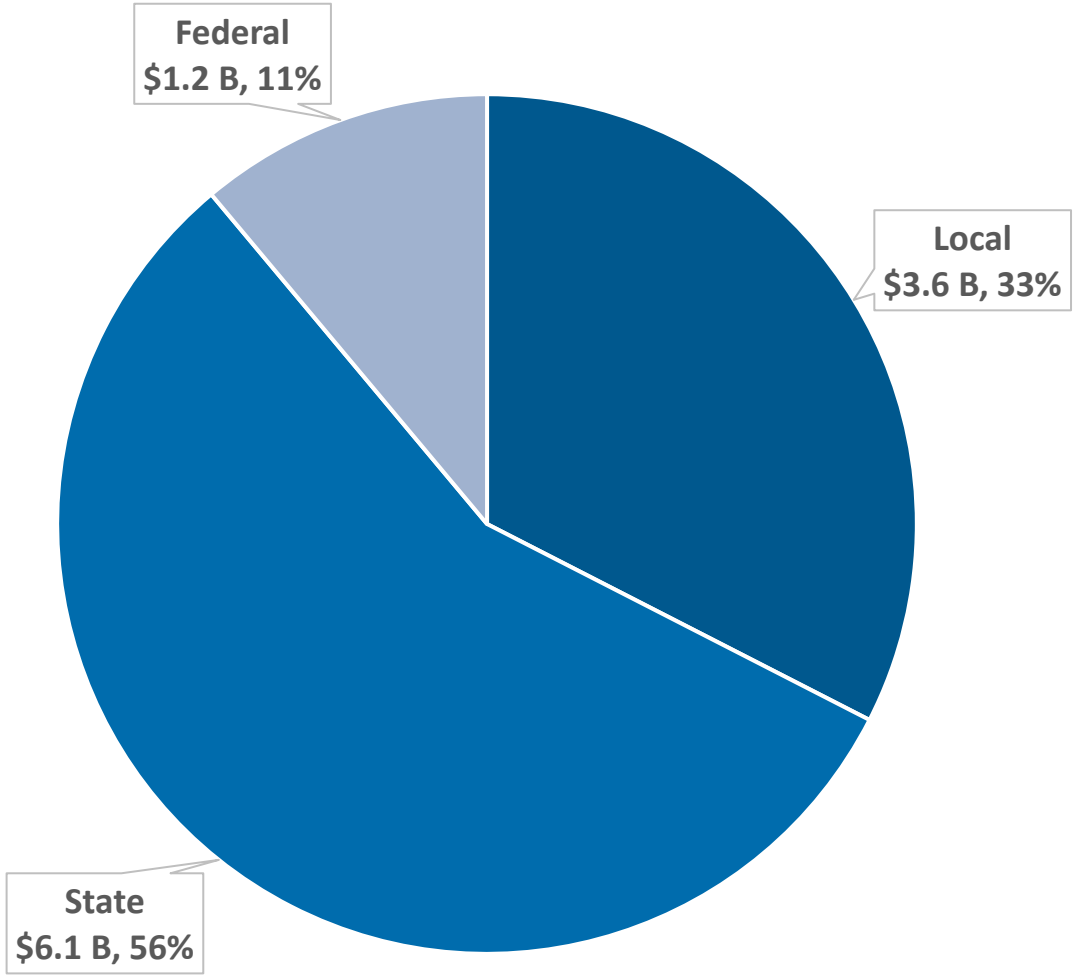
“Follow the Formula”: Understanding the State School Fund as a Key Lever

Vanessa Clark | State School Fund Program Manager



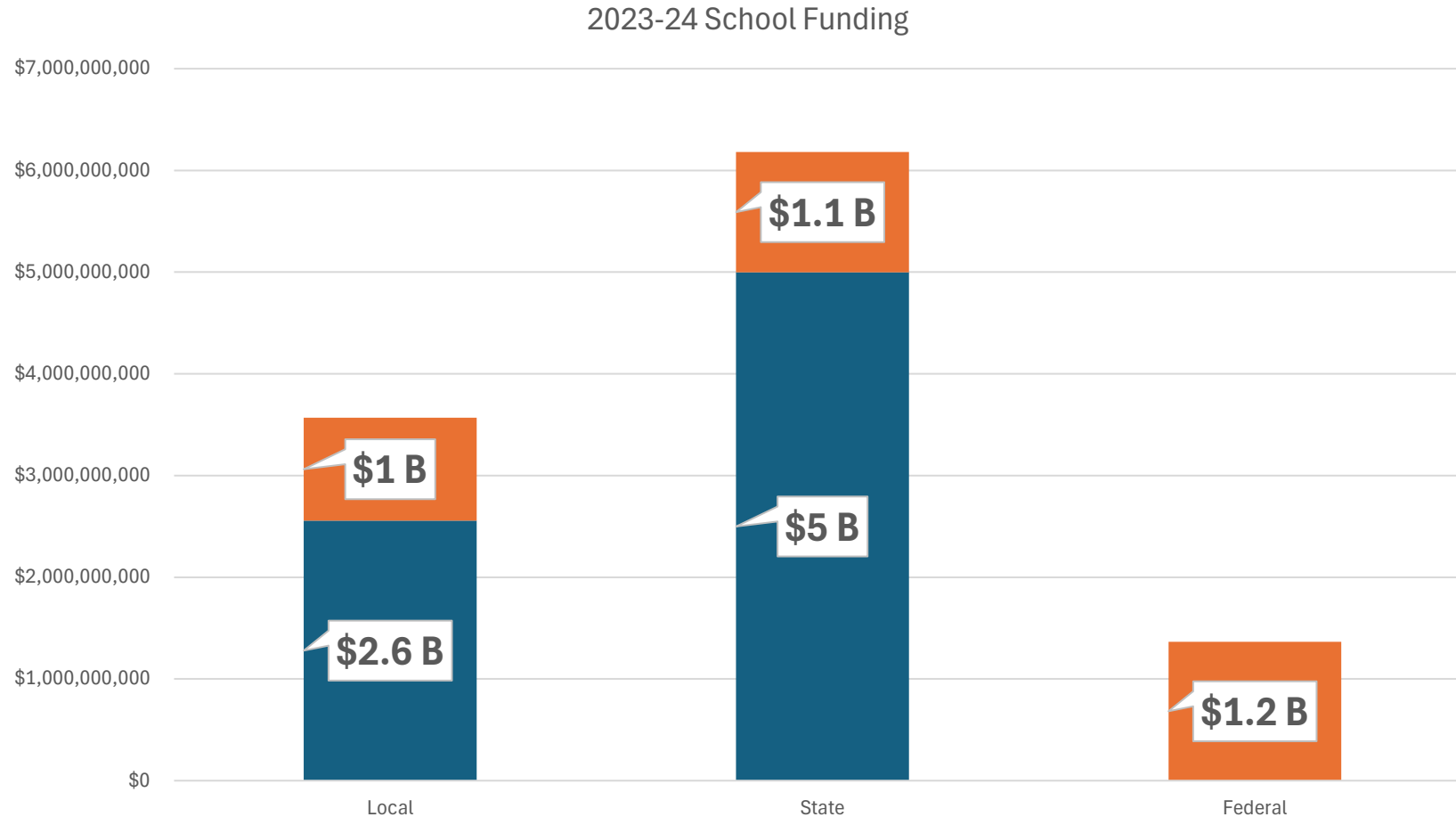
State School Fund History & Philosophy

2023-24 Funding Sources for Oregon's Schools



Oregon K-12 Funding
Totals **\$10.9 Billion**

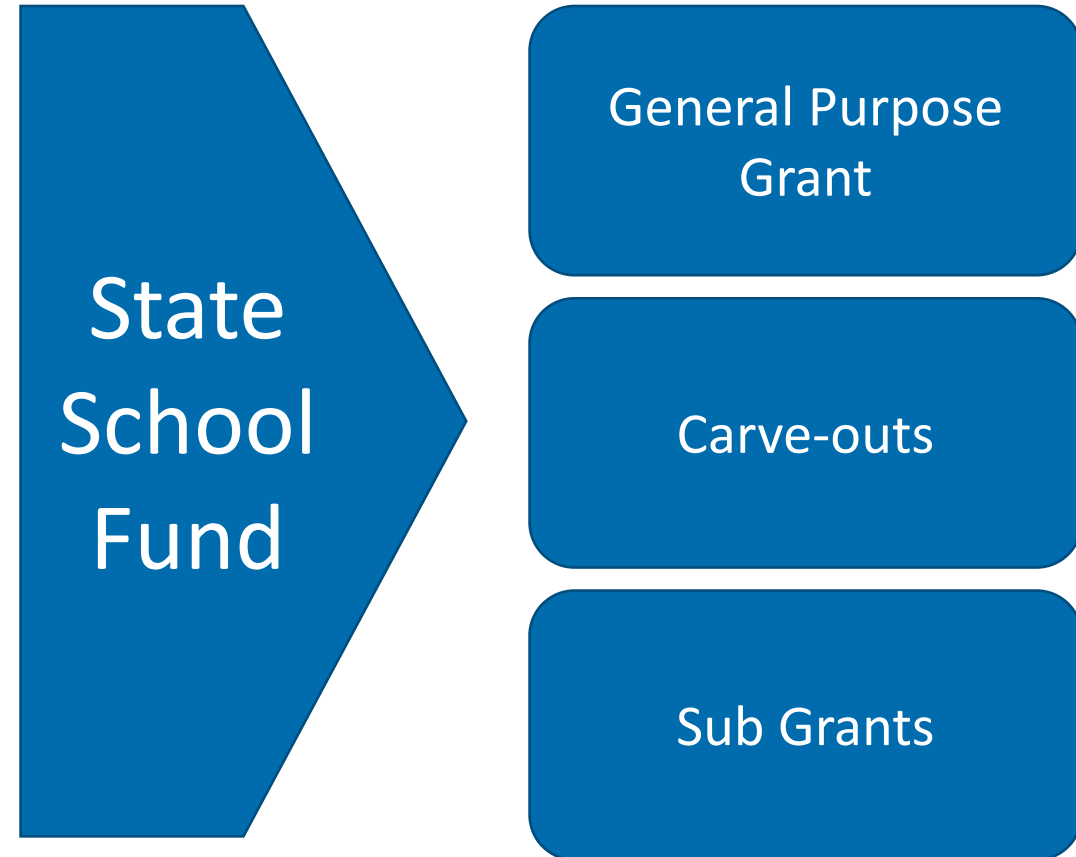
State School Fund - Portion of Revenue



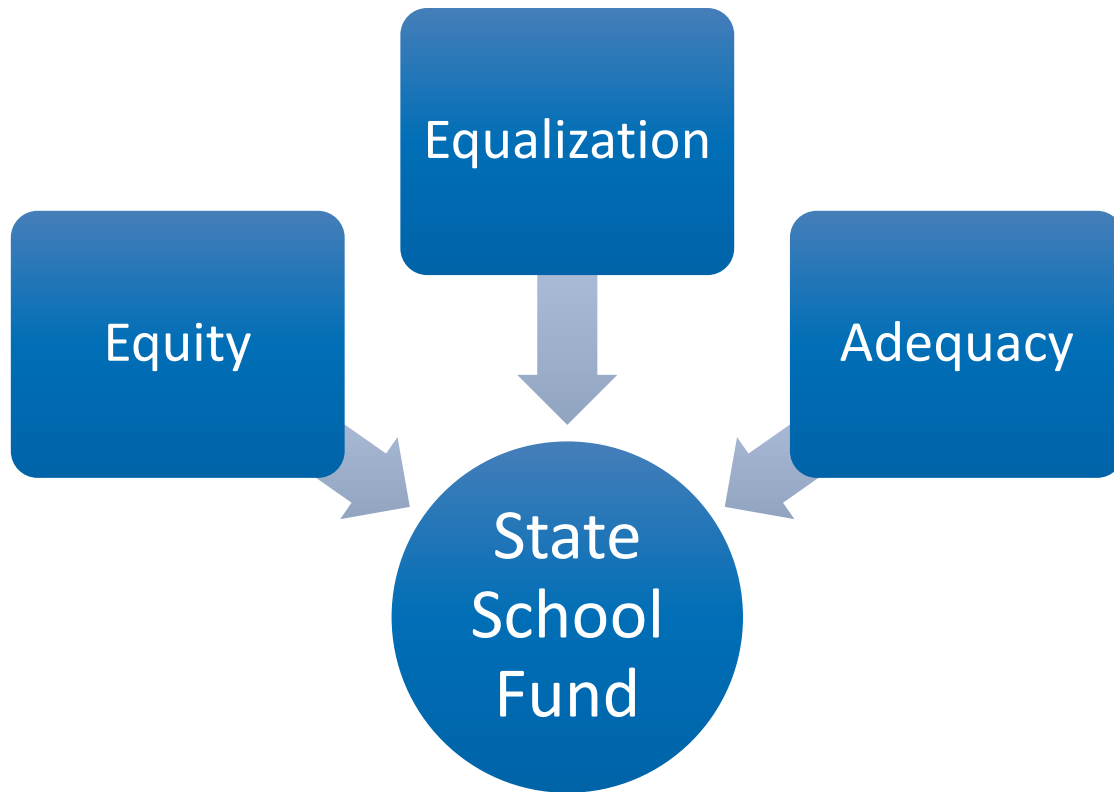
What is the State School Fund?

State School Fund (SSF) is a combination of state and local funds dedicated to the operation of K-12 public schools.

- Legislature appropriates funds each biennium
- ODE manages the grants and distributes the funds monthly (*except June*) according to formula

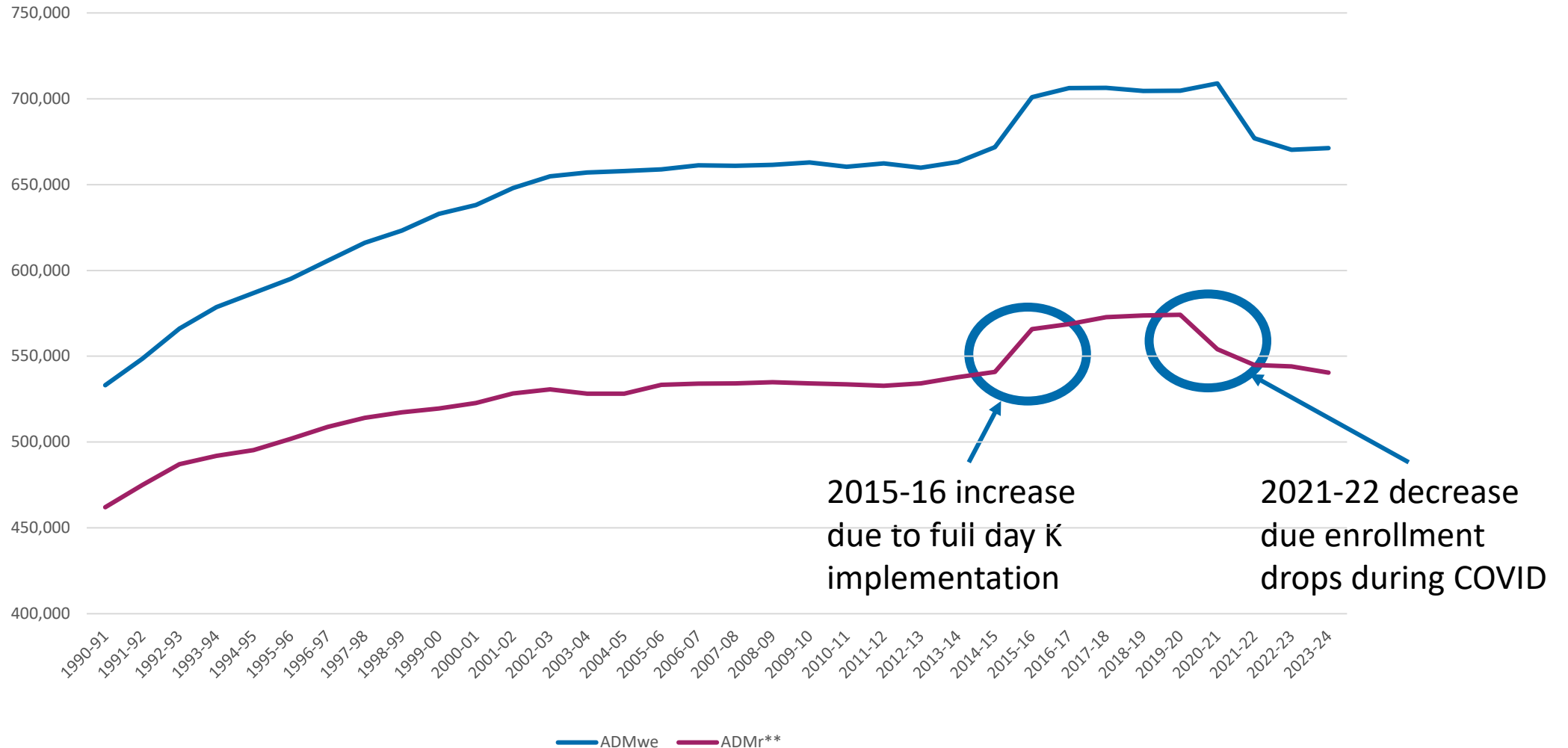


State School Fund Philosophy



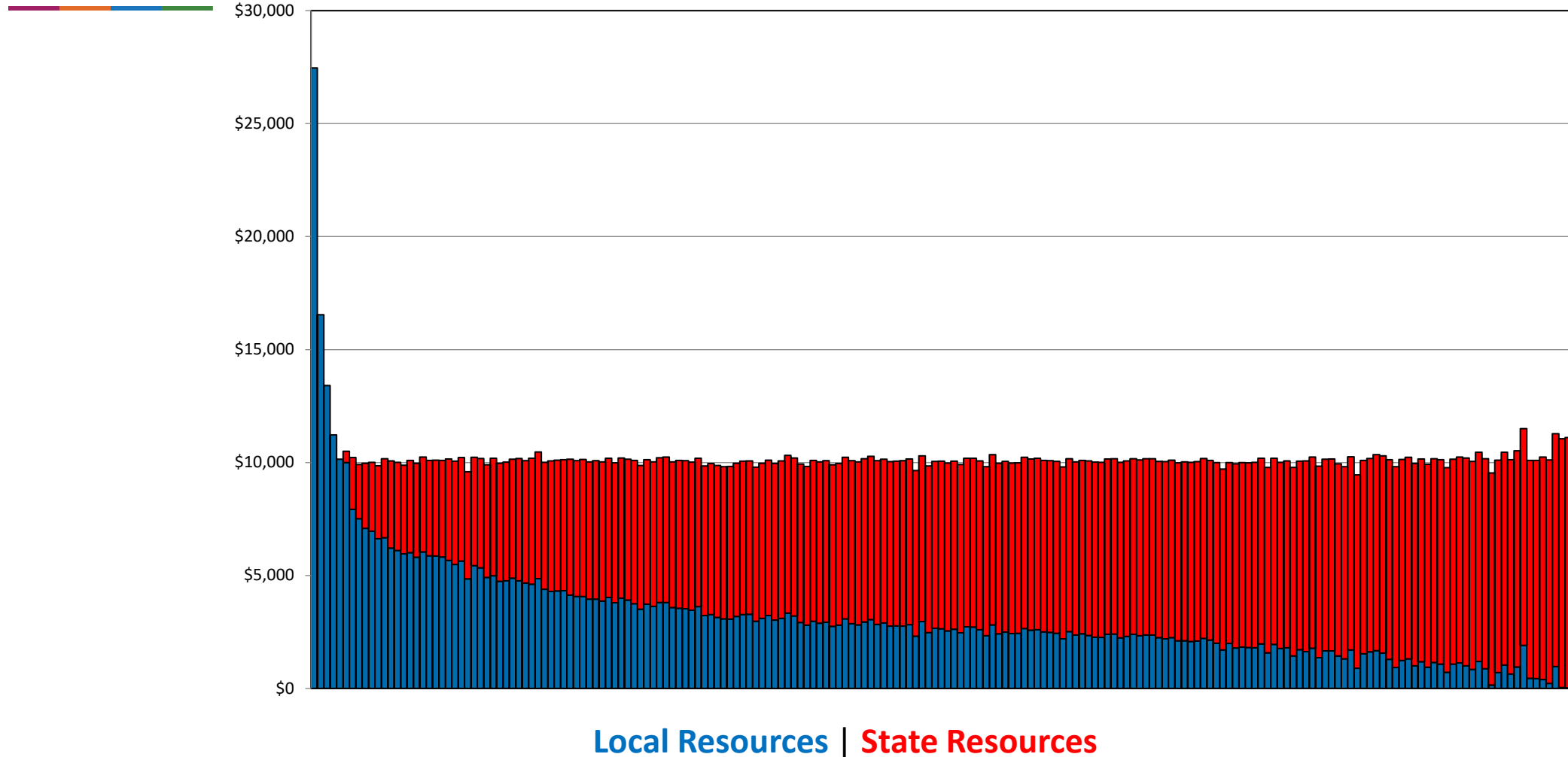
- Equity
 - Student enrollment + weights to determine funding for each district
 - Weights designed to address student needs
- Equalization
 - Combining State and Local funding sources to provide an equal amount of funding per student weight
- Adequacy
 - Amount of funding available for distribution to all school districts

Student Enrollment and Weights Over Time



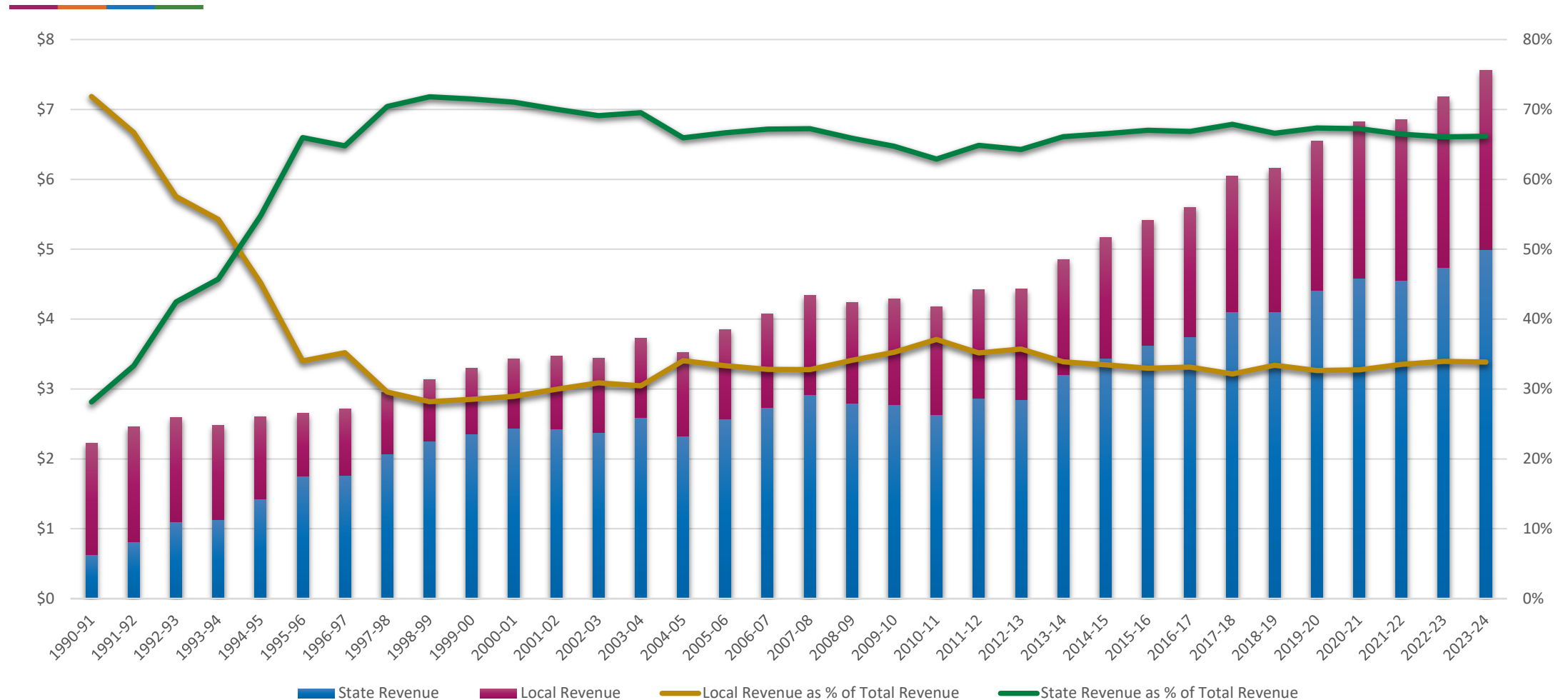
State School Fund Equalization Across Districts

General Purpose Grant Per Weighted Student
(2023-24)



State and Local Revenues as % Total Revenue

(in billions)





State School Fund Components & Formula

Assumptions Page

	2025-26	2026-27	2025-27 Biennium
	\$5,566,106,000	\$5,793,294,000	\$11,359,400,000
2025-26 Budget Appropriation for school districts & ESDs:			\$5,566,106,000
Oregon Revised Statute		Less Reserve Account:	(\$20,000,000)
327.008(14),(15)		Less TAG, Speech Pathology, and Oregon Digital Learning:	(\$1,050,000)
327.023(1),(3),(4)		Less Long Term Care and State Schools:	(\$14,500,000)
327.008(12)		English Language Learner Improvement Funds:	(\$6,250,000)
327.008(11)(b)(A)		Educator Advancement Fund (EAF):	(\$3,397,356)
327.008(18)		Less Small High School Grant:	(\$2,500,000)
327.008(3)		Less Charter School Closure Funds:	(\$300,000)
327.339		Less Local Option Equalization Grant:	(\$3,500,000)
327.008(7),(8),(16)		Less Office of School Facilities:	(\$7,500,000)
327.008(9)		Skilled Nursing Facilities (pediatric nursing):	(\$1,244,095)
327.008(19), 327.029		Oregon Youth Challenge program and Recovery Schools:	(\$3,234,383)
327.008(17)		Menstrual Hygiene HB 3294	(\$2,808,917)
Transfers/Deductions			(\$66,284,750)
State Revenue for Formula			\$5,499,821,250
District Local Revenue:			\$2,576,255,813
ESD Local Revenue:			\$175,141,230
Local Rev. for Formula (District + ESD)			\$2,751,397,043
Total Revenue For Formula			\$8,251,218,293
District Share at 95.50%			\$7,879,913,470
ESD Share at 4.50%			\$371,304,823
Other Transfers/Deductions:			
327.008(11)(b)(B)		327.008(10) Less High Cost Disability Grants:	(\$55,000,000)
		Less share of EAF:	(\$9,484,284)
Districts			(\$64,484,284)
327.008(13)		Less ESD testing contract:	(\$484,000)
327.008(11)(b)(C)		Less share of EAF:	(\$9,484,284)
ESDs			(\$9,968,284)
Formula Revenue for Distribution			
School Districts			\$7,815,429,186
ESDs			\$361,336,539

Carve-outs for statewide grants and programs

Local revenues added to the State School Fund

Portion into school district and ESD side of the formula

Formula Revenue to distribute to school districts and ESDs

School District Formulas

Funding Ratio – State Level Calculation

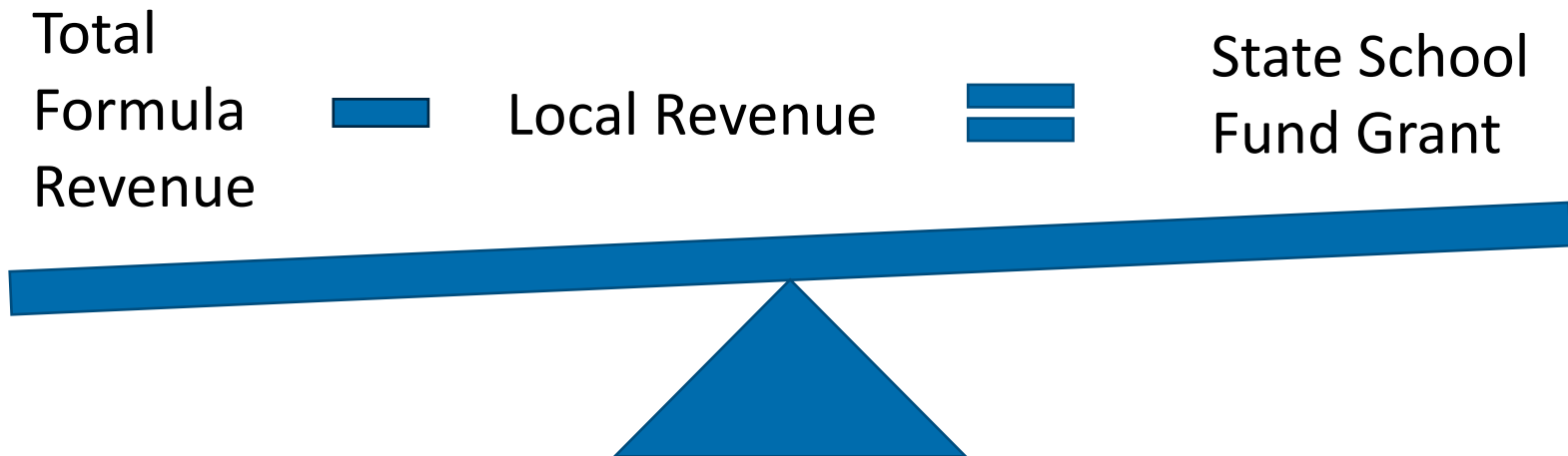
$$\text{School Districts Formula Revenue for Distribution} + \text{Transportation Grant} \div \text{State Ext ADMw} \div \$4,500 \text{ Target} = \text{Funding Ratio}$$

General Purpose Grant – School District Level Calculation

$$\left(\text{Teacher Experience Adjustment} \times \$25 \right) + \$4,500 \text{ Target} \times \text{Ext ADMw} \times \text{Funding Ratio} = \text{General Purpose Grant}$$

State School Fund Grant

General Purpose Grant + Transportation Grant = Total Formula Revenue



State School Fund Estimate

STATE SCHOOL FUND GRANT

2025-2026

Based on \$11,359,400,000 Budget with a 49/51 split as of 6/16/2025

Curry County, Brookings-Harbor SD 17C - 1974

2025-2026 Local Revenue

Property Taxes and in-lieu of property taxes from local sources	=	\$7,422,263.00
Common School Fund	=	\$171,516.80
County School Fund	=	\$140,000.00
State Managed Timber	=	\$0.00
ESD Equalization	=	\$0.00
In-Lieu of Property Taxes(non-local sources)	=	\$0.00
Revenue Adjustments	=	\$0.00
Sum of Local Revenue	=	\$7,733,779.80

2025-2026 Experience Adjustment

District Average Teacher Experience	=	9.7
State Average Teacher Experience	=	12.09
Experience Adjustment (Difference in District and State Teacher Experience)	=	-2.39

2025-2026 Transportation Grant

Salaries	=	N/A
Payroll	=	N/A
Purchased Services	=	N/A
Supplies	=	N/A
Other	=	N/A
Garage Depreciation	=	N/A
Bus Depreciation	=	N/A
Fees Collected	=	N/A
Non-Reimbursable	=	N/A
Net Eligible Trans Expenditures	=	\$1,350,000.00
Transportation per ADMr Rank		63%
Transportation Reimbursement Rate		70.00%
70.00% of the Net Eligible Transportation Expenditures = the Transportation Grant \$945,000.00		

2025-2026 Extended ADMw

2025-2026 ADMw	1,400.24	2024-2025 ADMw	1,465.59	Extended ADMw	1,465.59
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2025-2026 General Purpose Grant

Multiply the Teacher Experience Adjustment of -2.39 by \$25 then add \$4500 to the result = \$4,440.25
Then multiply \$4,440.25 by the Extended ADMw 1465.5924 and then by the funding ratio 2.48076126416 = \$16,143,793.70

2025-2026 Total Formula Revenue

Add the General Purpose Grant \$16,143,793.70 to the Transportation Grant \$945,000.00 = \$17,088,793.70

2025-2026 State School Fund Grant

Subtract the Local Revenue \$7,733,779.80 from the Total Formula Revenue \$17,088,793.70 = \$9,355,013.90

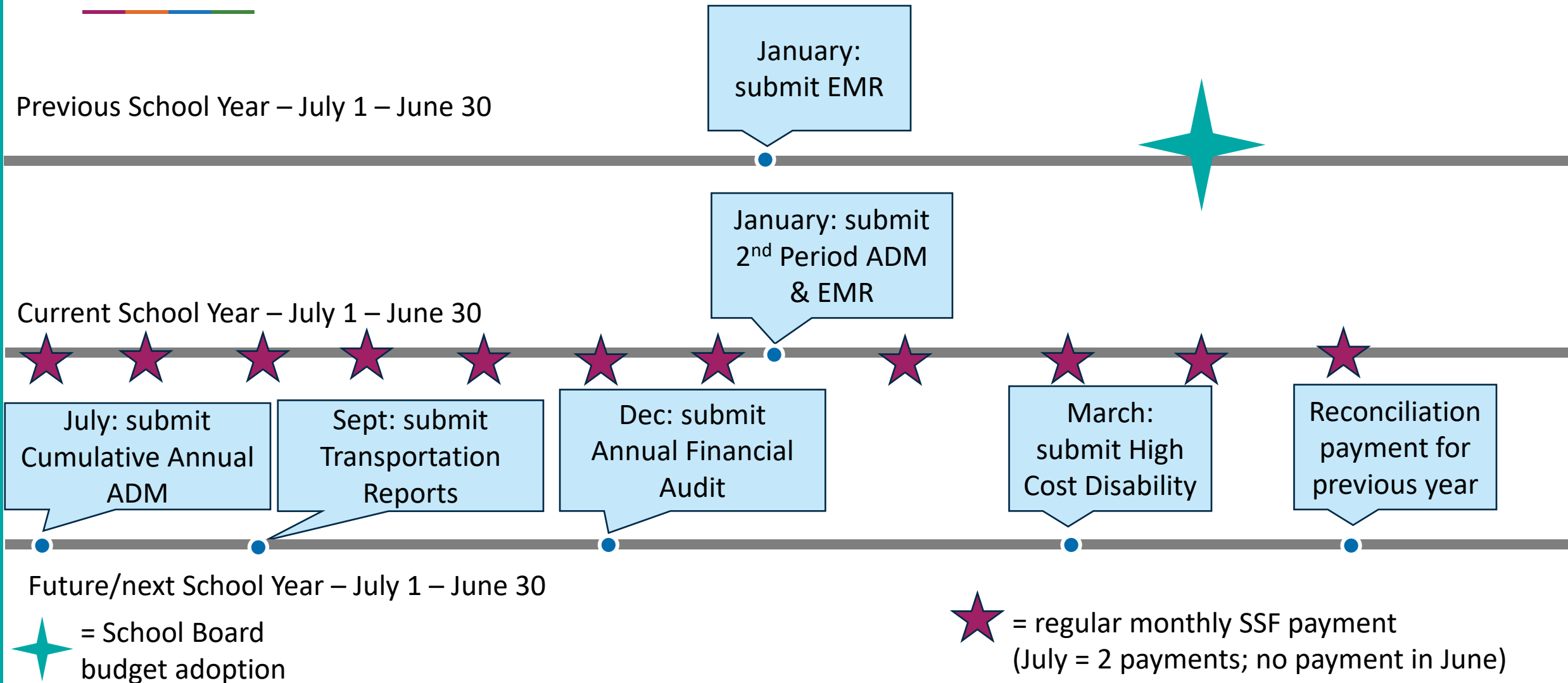
2025-2026 Rates per ADMw

General Purpose Grant per Extended ADMw	=	\$11,015	Total Formula Revenue per Extended ADMw	=	\$11,660
Charter Schools Rate(ORS 338.155)	=	\$11,529			

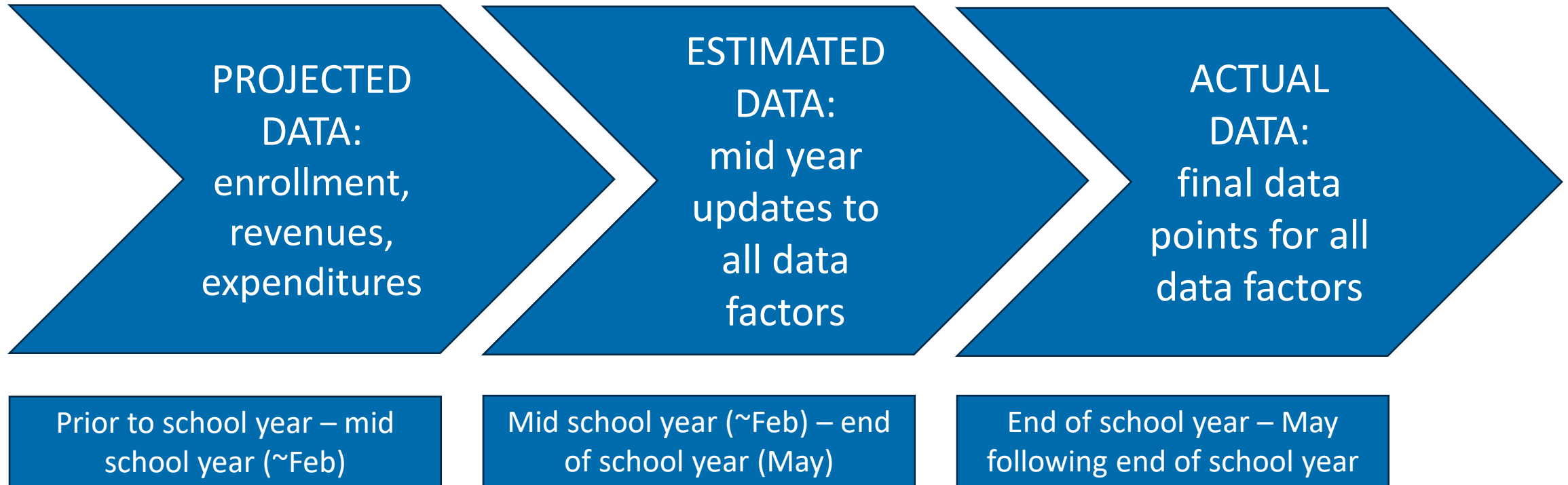


State School Fund Data Factors

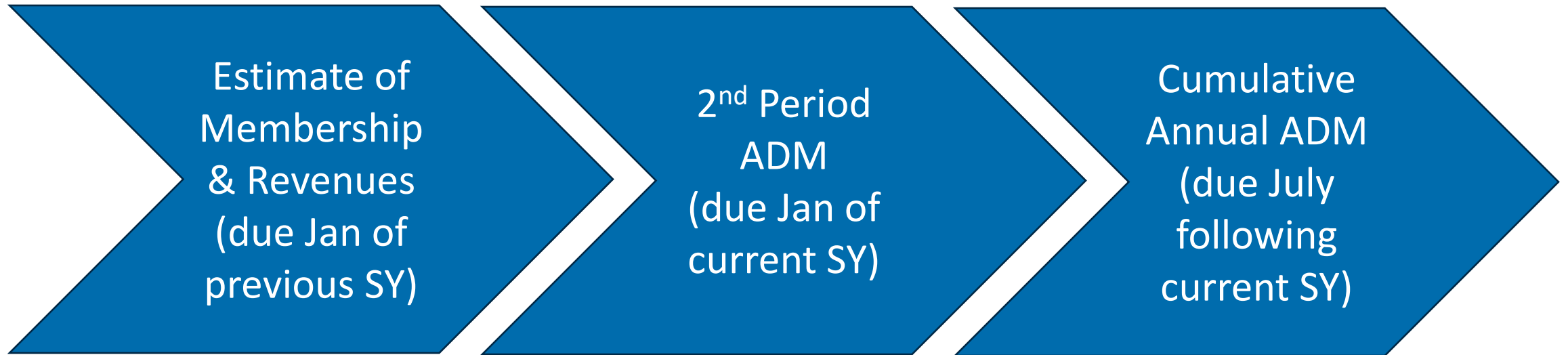
Timeline of One Year of SSF (in Three Years)



Approximate Timing of Data Factors



Data Collection Sources for ADM



SY = School Year

ADMw Breakout Report

2025-2026 Extended ADMw				
Brookings-Harbor SD 17C: District total extended ADMw for funding calculations				
		2025-2026		2024-2025
ADMr:	1,180.00 X 1.00	1,180.00	1,237.09 X 1.00	1,237.09
Students in EL programs:	35.00 X 0.50	17.50	33.68 X 0.50	16.84
Students in Pregnant and Parenting Programs:	0.00 X 1.00	0.00	0.00 X 1.00	0.00
185 IEP Students capped at 11% of District ADMr:	129.80 X 1.00	129.80	136.08 X 1.00	136.08
Students on IEP Above 11% of ADMr:	17.70 X 1.00	17.70	17.70 X 1.00	17.70
Students in Poverty:	218.94 X 0.25	54.74	229.53 X 0.25	57.38
Students in Foster Care and Neglected/Delinquent:	2.00 X 0.25	0.50	2.00 X 0.25	0.50
Remote Elementary School Correction:	0.00 X 1.00	0.00	0.00 X 1.00	0.00
Small High School Correction:	0.00 X 1.00	0.00	0.00 X 1.00	0.00
Post Graduate Scholars:	0.00 X-0.25	0.00	0.00 X-0.25	0.00
		2025-2026 ADMw 1,400.24		2024-2025 ADMw 1,465.59
		Brookings-Harbor SD 17C Extended ADMw		1,465.59
		Brookings Harbor SD 17C Extended ADMw		1,465.59

ADMw Breakout Report Categories

1. Exact counts from school district (data collections)

2. Calculation based on data from school districts

3. Calculation based on data from external partners (Census, ODHS)

Brookings-Harbor SD 17C: District total extended ADMw

2025-2026

ADMr:	1,180.00 X 1.00	1,180.00
Students in EL programs:	35.00 X 0.50	17.50
Students in Pregnant and Parenting Programs:	0.00 X 1.00	0.00
185 IEP Students capped at 11% of District ADMr:	129.80 X 1.00	129.80
Students on IEP Above 11% of ADMr:	17.70 X 1.00	17.70
Students in Poverty:	218.94 X 0.25	54.74
Students in Foster Care and Neglected/Delinquent:	2.00 X 0.25	0.50
Remote Elementary School Correction:	0.00 X 1.00	0.00
Small High School Correction:	0.00 X 1.00	0.00
Post Graduate Scholars:	0.00 X -0.25	0.00

2025-2026 ADMw 1,400.24

ADMw & Extended ADMw

Brookings-Harbor SD 17C: District total extended ADMw for funding calculations

	2025-2026		2024-2025	
ADMr: 1,180.00 X 1.00	1,180.00	1,237.09 X 1.00	1,237.09	
Students in EL programs: 35.00 X 0.50	17.50	33.68 X 0.50	16.84	
Students in Pregnant and Parenting Programs: 0.00 X 1.00	0.00	0.00 X 1.00	0.00	
185 IEP Students capped at 11% of District ADMr: 129.80 X 1.00	129.80	136.08 X 1.00	136.08	
Students on IEP Above 11% of ADMr: 17.70 X 1.00	17.70	17.70 X 1.00	17.70	
Students in Poverty: 218.94 X 0.25	54.74	229.53 X 0.25	57.38	
Students in Foster Care and Neglected/Delinquent: 2.00 X 0.25	0.50	2.00 X 0.25	0.50	
Remote Elementary School Correction: 0.00 X 1.00	0.00	0.00 X 1.00	0.00	
Small High School Correction: 0.00 X 1.00	0.00	0.00 X 1.00	0.00	
Post Graduate Scholars: 0.00 X-0.25	0.00	0.00 X-0.25	0.00	
	2025-2026 ADMw 1,400.24	2024-2025 ADMw 1,465.59		
	Brookings-Harbor SD 17C Extended ADMw	1,465.59		

**Extended
ADMw =
greater of the
two years**

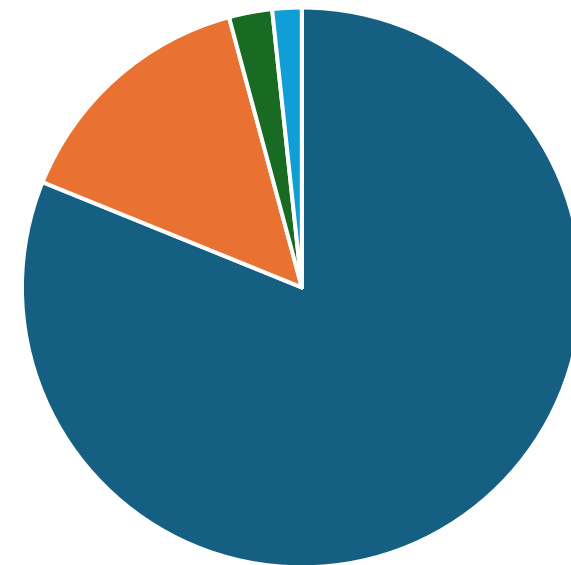


State School Fund Poverty Weight Calculation

Poverty Weights in the SSF (2024-25 data)

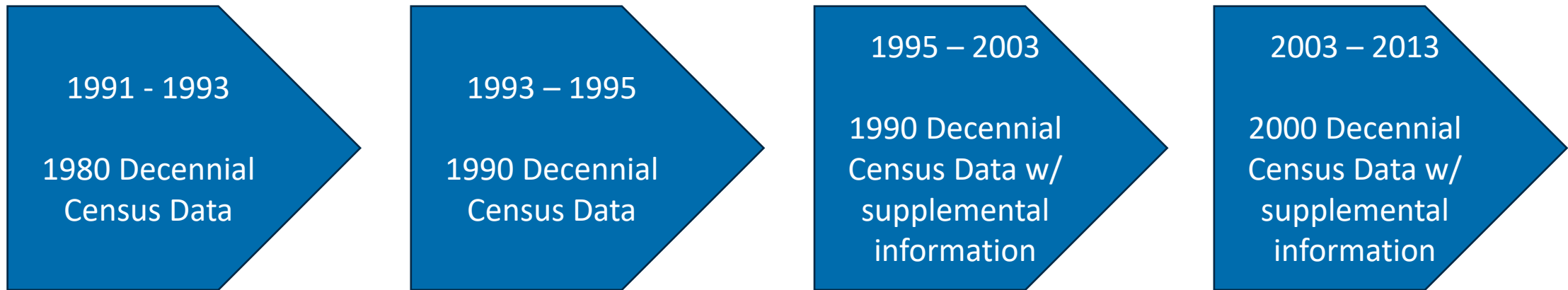
Type	Weight	Share
ADMr	537,812	81.14%
EL	30,167	4.55%
P&P	285	0.04%
IEP	58,833	8.88%
IEP Cap Waiver	7,963	1.20%
Poverty	15,946	2.41%
Foster	588	0.09%
Remote Elementary	4,096	0.62%
Small High School	7,139	1.08%

Weights by Type



■ Student Enrollment ■ Student Programs ■ Poverty ■ Remote/Small Corrections

Poverty Weight Calculation - History



- ODE prorated the decennial census data by the annual ADM of the school district.
 - This assumed that the rate of poverty stayed the same over the 10-year period covered by the decennial census data.
- In 1995, addition of an adjustment for small districts (<2.5K ADM; ~145 districts) if the rate of utilization for Free & Reduced Lunch data were higher than the decennial census data.

Small Area Income Poverty Estimate (SAIPE)

Data sources used in the SAIPE data model:

- The American Community Survey (equivalent to the long form of the decennial census; administered over a five-year period to reach the same number of people as the previous long form of the decennial census)
- The Annual Social and Economic Supplement of the Current Population Survey
- Decennial Census
- Federal Income Tax Returns (anonymous data only)
- SNAP Benefits Recipients (Supplemental Nutrition Assistance Program)
- Bureau of Economic Analysis aggregate personal income estimates
- Social Security Income benefit recipients
- Population Estimates
- Other sources of data

Poverty Weight Calculation - Current

2014 - current

Small Area Income Poverty
Estimate (SAIPE) Data

- Determine % of children in region attending public schools,
- Use this % to determine the count of children in families experiencing poverty,
- Use the count of children in families experiencing poverty and multiply by the poverty weight (0.25).

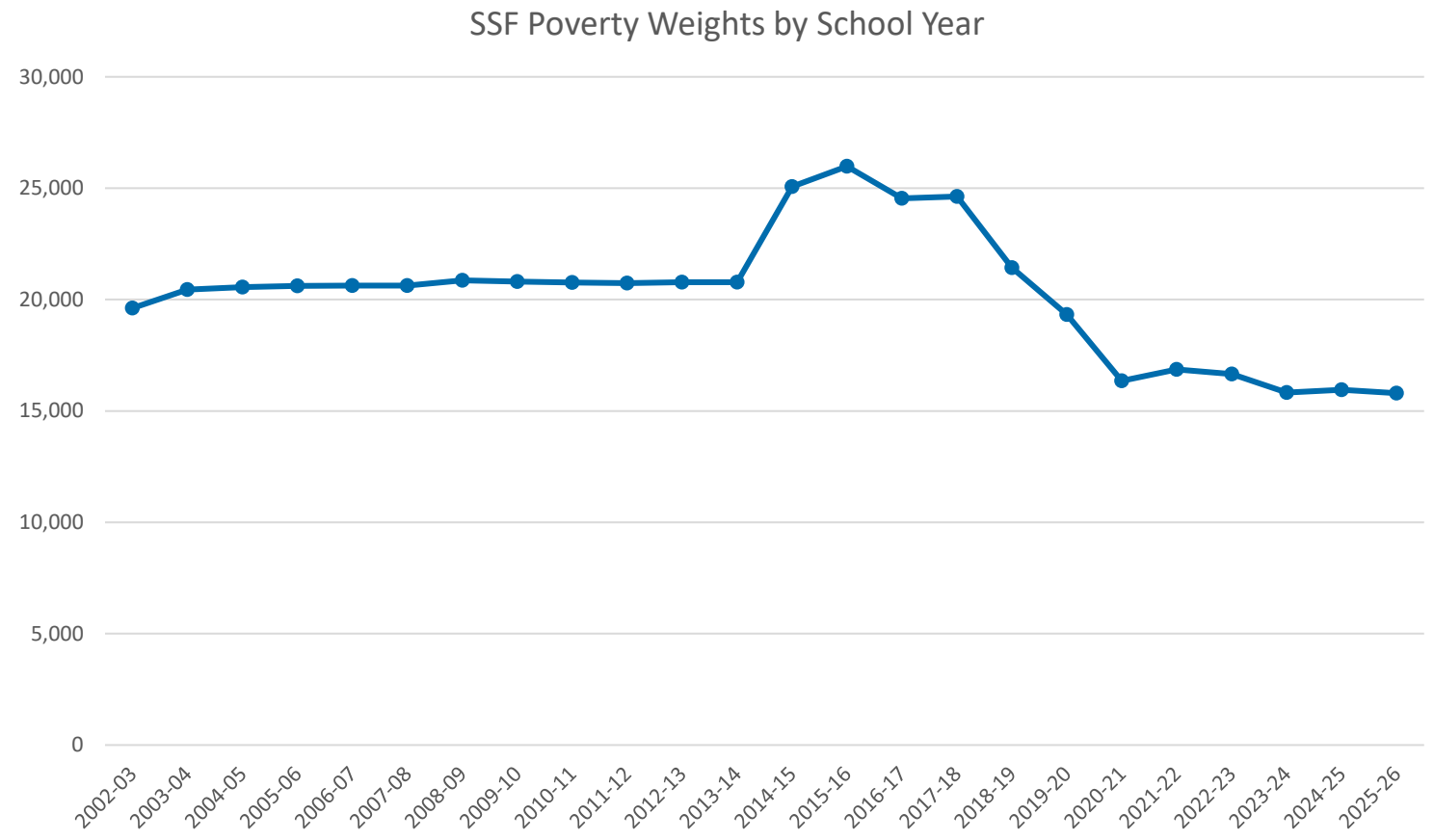
Poverty Weight Update Timing – 2024-25

The table below shows an example, using 2024-25 school year, of how the Poverty Weight is updated throughout the school year with updates to the State School Fund Estimates.

	Projected	Estimated (mid-year)	Actual
Timing	February 2024	February 2025	February 2026
SAIPE Data Used	December 2023 release (modeled on 2022 data)	December 2024 release (modeled on 2023 data)	No change
ADM Data Used	Projected enrollment (from Estimate of Membership and Revenue)	2 nd Period ADM data	Annual ADM data

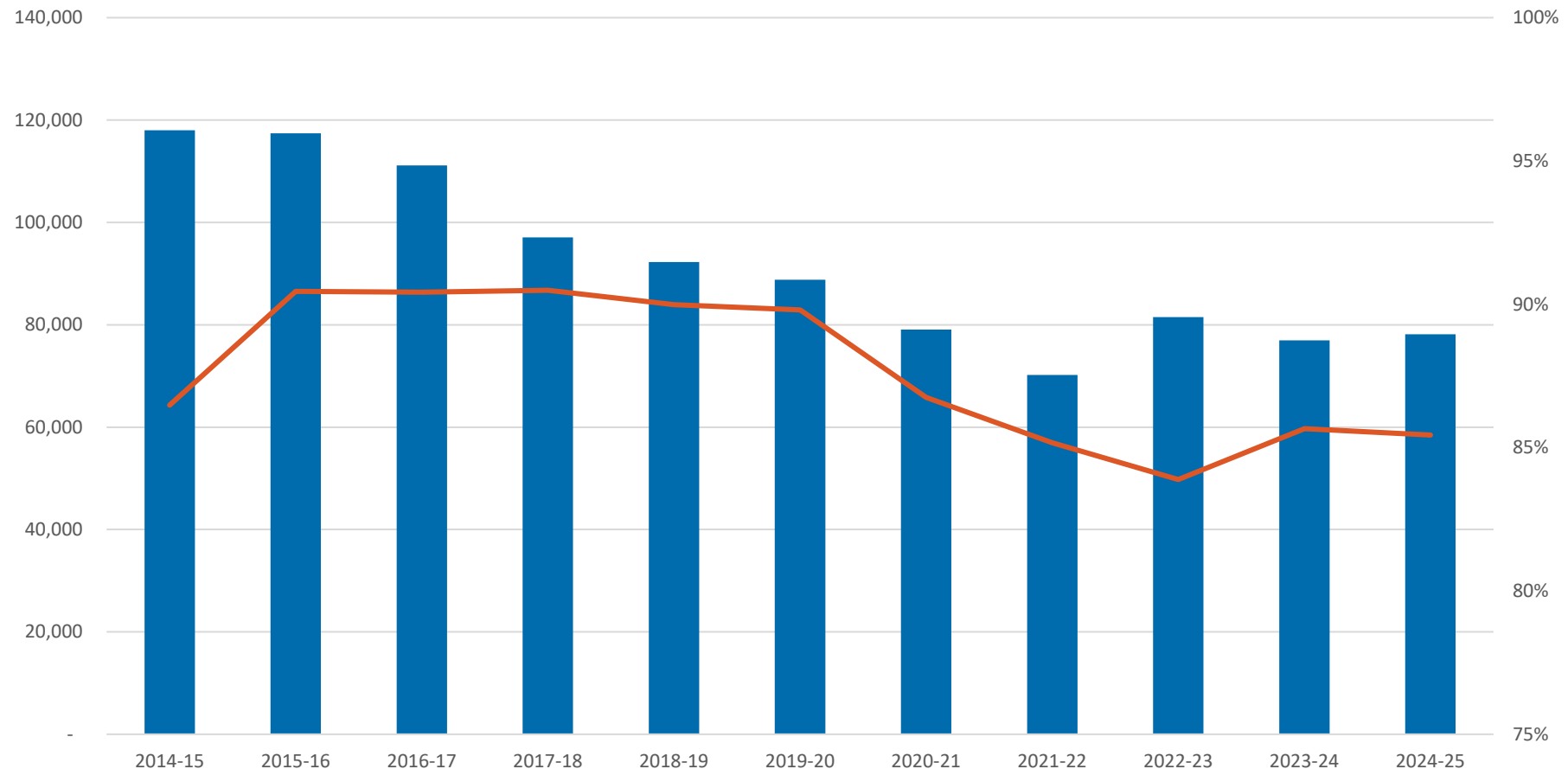
Poverty Weights Over Time

- Very little change in number of poverty weights until after 2013-14 school year
- More responsive after 2013-14 school year
- Recent decrease in poverty weights due to:
 - Lower levels of poverty
 - A decrease in the share of Oregon's children who attend public schools



SAIPE Data and Poverty Weights

Poverty Number & Percent
Children in Public School



Definitions of Poverty

SAIPE Data

- 100% of Federal poverty threshold
- Data model using several data sources
- Used in Title I allocations and current SSF poverty weight

Direct Certification (National School Lunch Program)

- 130% of Federal poverty threshold
- Relies on families applying for services (application rates vary due to multiple factors)
- Data not available for all school districts, or all schools in the district*
- Data is not from the same year for all districts

Students Experiencing Poverty

- Range of poverty threshold
- Includes students receiving services: SNAP, TANF, foster care, houselessness, and migrant education services
- Used for State ESSA reporting

Options Moving Forward

Use of SAIPE is currently required in statute

- This can only be changed by Legislation
- However, the way SAIPE data is used could be changed by ODE through a rule change process (while keeping relative number of weights the same)

Additional Considerations

- Cost of adding weights to the SSF
- Consistent access to and stability of data used
- Availability of data for all school districts

Current SAIPE Calculation - Two Concerns



District level percent of students in public education is simplistic:
 $\text{ADM}_{\text{r}} \text{ divided by SAIPE Children Ages 5-17 and capped at 100\%}$

Districts that enroll large number of out of district students are more likely to receive 100% of SAIPE poverty number



Assumption that the same proportion of students experiencing poverty choose non-public education settings

How do we determine the rate of students in poverty that choose non-public education settings?

Thank you!

**Vanessa Clark | State School Fund
Program Manager**

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Reference Resources



- [School Finance Statute: ORS 327](#)
- [Oregon Administrative Rules for School Finance: Division 23](#)
- [State School Fund Estimates and Pay Statements webpage](#)
 - Check out the “Learning Resources” section of our webpage under the Estimates and Payments docs.
- [SSF Grants, Expenditure Reports, and Other Funding Related Reports webpage](#)

2026 Short Session Bills

Child Care	<ul style="list-style-type: none">- HB 4057- SB 1535	<ul style="list-style-type: none">- DELC to provide standardized info about all early learning and care programs to families eligible for ERDC program- Requires DELC to convene a workgroup to study insurance and liability issues for child careproviders
Early Literacy	<ul style="list-style-type: none">- HB 4022	<ul style="list-style-type: none">- Establishes the Dolly Parton Imagination Library to provide free book each month to eligible children, encourages develop love of reading to improve student outcomes
Immigration	<ul style="list-style-type: none">- HB 4079- SB 1538	<ul style="list-style-type: none">- Establishes policies for when federal immigration authorities enter public education property; requires annual report from ODE- Codifies Plyer vs Doe, all students admitted to school regardless of citizenship status

2026 Short Session Bills Continued

K-12	<ul style="list-style-type: none">- HB 4149- HB 4154- SB 1596	<ul style="list-style-type: none">- Codifies federal McKinney-Vento protections into state statute- Requires ODE to collect and publish student attendance data four times a year- Directs SBE to allow play-based learning as instructional time in K-3
Health	<ul style="list-style-type: none">- HB 1504- SB 4160	<ul style="list-style-type: none">- Administration of epinephrine- Directs schools to have cardiac emergency response plan as part of procedures for responding to medical emergencies

Recap of Education Committee Priorities, 2026

Priority Area	Work in 2026	Status	Next Steps?
Messaging the Fiscal Impact of Cuts School District	Met with Legislators in 2026	Shared concerns of the changes within the Student Success Grants. Shared issues outlined in the 2025 Advocacy Letter	
Accountability	Heard Overview of the Cluster Groups or Similar Sized Districts as it relates to metrics	ODE shared general overview of accountability work. ODE convened an accountability group that focused on implementation. The group arrived at five practices to implement: <ol style="list-style-type: none"> 1. High quality learning experiences 2. Aligned and focused educational systems 3. Engaged partners and communities 4. Safe and inclusive schools 5. Committed and supported staff 	
Kept informed of bills	<ol style="list-style-type: none"> 1. HB 4022—Establishes the Oregon Imagination Library Program to provide a free book each month to eligible children, encourage children to develop a love of reading and learning and improve school readiness, third-grade reading proficiency and high school graduation rates. 2. HB 4050— Requires the Legislative Policy and Research Director to study processes to align educational funding with educational costs. 3. HB 4057— Directs the Department of Early Learning and Care to provide standardized information on all publicly funded early learning and care programs and resources 	<ol style="list-style-type: none"> 1. HB 4022—(Signed by Gov) 2. HB 4050—(In committee upon adjournment.) 3. HB 4057—(Signed by Gov) 4. <u>HB 4149</u>—(Signed by Gov.) 5. HB 4154—(Signed by Gov.) 6. HB 4079—(Signed by Gov.) 7. SB 1538—(Signed by Gov.) 8. SB 1581—(In committee upon adjournment) 	

	<p>available in this state to people who apply for or are placed on the waitlist for the Employment Related Day Care subsidy program.</p> <p>4. <u>HB 4149— Directs school districts to adopt policies that provide for immediate enrollment, school placement and provision of services to homeless students.</u></p> <p>5. HB 4154— Requires the compilation of data about students who are regular attenders or who are chronically absent.</p> <p>6. HB 4079 – Safeguarding Students and Families</p> <p>7. SB 1538— Right to Education Regardless of Immigration Status</p> <p>8. SB 1581—School Meals for All</p>		

Other work items for the committee in 2026:

- Poverty Weight Formula Discussion: Looking to be well informed to determine what direction advocacy should take going forward.
- Priority Setting and REIS Process/Budget Discussion
- Federal Updates ie immigration (see above)

Possible New Priorities:

“Multilingual OSAS (State Assessment System)- Currently OSAS (Oregon State Assessment System) only offers the large-scale summative assessment in English. However, Oregon has a history of offering a Spanish assessment under the OAKS system. This ended roughly 10 years ago when the Common Core entered the landscape as did SBAC (the test measuring the common core).

Test scores influence public decision making at every level, yet our assessments are linguistically invalid for the fast-growing segment of the k-12 system in Oregon—Multilingual Learners. As such, my recommendation is to push for a Spanish-SBAC (for starters).” --Jaclyn Caires-Hurley



Oregon

Tina Kotek, Governor



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Dr. Charlene Williams

Director of the Department of Education

ODE's Accountability and Similar Districts Presentation

Thank you for inviting us to the Racial Justice Council meeting on Monday, February 24, 2026. A copy of our [presentation is available here](#). During our meeting, we committed to following up on these questions:

Accountability:

- Reporting Question: *Why aren't more focal student groups included in the Online Report Card?*

Response: Focal student groups are included in the Online Report Card. To view focal group information, the user must select the type of data they would like to view (see image below), as the default setting shows data by race/ethnicity. The application *also allows* comparisons by IEP and SEP. To see other student groups, users must change the "View Data By" dropdown in the upper right of the screen.

ode.state.or.us/apps/OregonReportCard/Dashboard

OREGON DEPARTMENT OF EDUCATION

Oregon Online Report Card

English Español

State of Oregon [Change Institution](#)

255 Capitol Street NE, Salem 97310 (503) 947-5600

Select School Year: 2024-2025

State Overview

Student Data

Assessment Performance and Participation

English Language Arts

Math

Science

Math Assessment

Math Assessment performance indicates the percentage of students whose scores met or exceeded Oregon proficiency standards.

Math Assessment participation indicates the percentage of students that participated in the assessment

View Data By: Student Group Race/Ethnicity Student Group Gender Grade Level

Math Performance Math Participation

Math Performance

Interim Test:

- *Could you clarify whether the three assessments are aligned or integrated with existing assessments, such as the ELPA? Also, what is the approximate duration of each assessment? How long are students given to complete them?*

Response: The interim tests on the approved list reflect areas of alignment with state-adopted math and language arts standards. While the English Language Proficiency Assessment (ELPA) is not part of the SB141 requirements, it aligns with the English Language Proficiency (ELP) standards.

ODE is working on implementation guidance that will address best practices for test administration, including recommendations for scheduling that account for test-taking time variability.

- *Do these assessments take into consideration multilingual students or those enrolled in dual language programs? How will interims be differentiated for ML learners?*

Response: The interim tests were evaluated for accessibility support, including those for multilingual learners. Some of the board-approved interim tests are available in Spanish, offer translation glossaries in several languages and varieties, and include other language tools.

- *Or any movement on bringing back a state test in Spanish?*

Response: Three of the tests on the approved interim list are available in Spanish. ODE understands how important a valid and reliable summative measure in the target language is, especially in Grades 3-5, where the language of instruction in many dual language programs across the state is Spanish. Currently, funding test development in target languages remains a challenge, though advances in trans adaptation technology may help make this more cost-effective in the future.

- *Are districts part of the development of this guidance?*

Response: Yes, district partners will join the guidance development process.

Please let us know if we can provide any further information.

In love and justice,

Dr. Charlene Williams