



Agenda/Notes
Office of Governor Tina Kotek
RJC Education Committee
June 22, 2026 – Zoom
1:00 – 3:00 pm

MEMBERS

X	Angela Uherbelau	A	Jennifer Wilson	X	Nelly Patiño-Cabrera
X	Aryn Frazier	E	Jimmy Howard	X	Sandra Yokley
X	Cynthia Richardson	X	Lyn Tan	X	Shazia Abdulla
A	George Mendoza	X	Lizette Aguero	X	Sonya Moody-Jurado
A	Jaclyn Caires Hurley	E	Marie Chisholm-Burns		
X	Jennifer Simonson	A	Mark Jackson		

OTHER ATTENDEES

X	Andre Bealer	X	Aaron Rivera, ODE	X	Alyssa Chatterjee, DELC
X	Rachael Moser	X	Dr. Candice Castillo, ODE	A	Alicia Gardiner, DELC
X	Yasmin Solorio	X	Dr. Charlene Williams, ODE	A	Tamara Brickman, DAS
A	Nancy Bennett	X	Ramonda Olaloye, ODE	X	Russ Casler, DAS
E	Johnna Timmes	X	Mike Wiltfong, ODE	X	Anne Sires, DAS
E	Javier Cervantes	X	Vanessa Clark, ODE	X	Tobias Sherwood, DAS
X	Rep. Ruiz	A	Michael Streepy, DAS	X	Melinda Gross, DAS

Topic/Lead	Notes/Main Points	Decisions/Action Items
Welcome	<i>Meeting starts at 1:03pm. Members provide introductions.</i>	
DELC Presentation	<i>Director Alyssa Chaterjee shares “Agency Updates” slides.</i> Director Chaterjee: Programs we administer are income based. We have a number of core programing. We support home visiting, tribal early learning, monitoring and compliance. While we do have a means tested approach, we are increasing access for children of preschool age and funding of early learning and care. We’ve gone to make significant strides in childcare desert status but for infant and toddlers we only have 1 regulated slot out of 6 kids on average across the state of Oregon. Agency Request Budget (ARB) proposals or Policy Option Packages (POPs) need to be revenue neutral. Both Oregon Dept. of Education (ODE) and Dept. of Early Learning and Care (DELC) have added tribal language preservation through rulemaking but are working to have a joint build to have preservation for that statue. Requested licensing build for childcare due to background request requirements. Another bill we are interested in pursuing is around the Early Learning Council. DELC has an Early Learning Council and it comprises DELC, Oregon Housing and Community Services (OHCS), Oregon Health Authority (OHA), Higher Education Coordinating Commission (HECC), and others. As we shift to budget request and POPs, we are looking at two buckets: Program integrity and the Oregon Early Learning	

	Management System (ELMS). For ELMS, we are leveraging systems that sit at employment and with systems that are around 30 years old. Will replace childcare licensing systems and provider payment systems. This will allow for direct deposit, billing systems, etc. focused on the project build design level and want to make sure that we can keep things moving forward now that we are near the launch phase. <i>2027-2029 Investment Concepts</i> – Early literacy, infant and toddler care, family support services in rural communities, Tribal Early Learning Fund, ensuring quality in publicly funded settings. <i>Parent and family engagement requirements</i>- We have 16 regional hubs and core functions include lifting parent voice, resourcing partnership with early educators and those in the educator field. We have 3 main types of licensing care: Small homes, certified family childcare homes, and outdoor nature-based programs. We have seen a steady growth of licensed capacity in the state. We have been able to leverage covid relief dollars pretty well, but we need access to affordable care across the state. Childcare licensing is one piece of the puzzle. Many other entities, a childcare provider will need to engage in the process. For example, local zoning issue, state fire marshal, etc. We have been able to make adjustments where we have authority, which is primarily our licensing rules. We overhauled and made revisions to reduce barriers with childcare providers in the process. Liability insurance is still a challenge for providers. There is a background check workgroup led by Rep. Wise as well.	
Rep. Ruiz Engagement	Question: Can you share about SB 1555. Rep. Ruiz: We have quality education model that we passed decades ago. It's outdated and doesn't give us in-depth info on how to fund schools. Sen. Dembrow introduced 1522 in 2024 which created a study evaluating current practices and improving education and methodology. In February 2025 they had a report on how we could improve quality education model to bring in the new face. It's called the "AR report" – can forward that to you. Gave information on how the quality education model are following best practices. It's not flawed but needs improvements. We introduced SB 1555 that would give us new cost system that is reflective of students who need supports. We had 5 different amendments to that bill. Would've given Oregon legislature a new system with more professional judgment panels, educator voice, administrator voice, classified voice, around what is a prototype school reflective of a suburban or rural school on best practices to fund education moving forward. Unfortunately, it didn't go through but did create a helpful place on conversations. Short session was quick but we have to do stuff fast and we're now taking the time in the interim to address the bill and bring a version of this in session. Angela: Was part of your push to change the model because you aren't counting accurately the number of kids in poverty in Oregon and that then translates to the districts? Why the urgency or change? Rep. Ruiz: It gives us info on what it costs to serve a student at Reynolds vs Ontario vs Portland Public Schools. This was the first step of addressing the distribution formula. Doesn't hurt anyone for more research and better accurate idea on how to reconfigure the distribution formula. This was step one of many to be better equipped. There is also an executive path. This was step 1 to get	Rep. Ruiz to share AR Report.

us the info we needed in a more equitable way.

Question: Were you seeing particular problems with the way Oregon calculates school funding that you wanted to address? If so, what issues did/do you see?

Rep. Ruiz: Its complex. We're doing everything we can with the info we have. Was meant to be temporary. There has been adjustments to the formula (Special Education (SPED), poverty, etc.). For example, in Reynolds, students aren't receiving what they need to get in the beginning. It's a wonky system. Students and higher poverty areas should be getting that support. Students in most poverty areas are struggling the most (with grades and absenteeism).

Question: There was strong pushback on SB 1555. Were there any learnings from conversations during the 2026 session – and how is that informing how you and other Legislators may move forward?

Rep. Ruiz: We held workgroup in short session and fortunately they shared there was no such thing. Looking forward, we should have more time to discuss these changes and initiatives and make sure we follow people that should be at the table. Even if we did, we should always reach back out and do overtime work so partners are aware of changes coming forward. My understanding was the bill would move forward but things changed. Still having those conversations and will start conversations in the house.

Question: Our committee has been learning and discussing the way Oregon calculates poverty weights. How are you thinking about this in relation to education funding, including any issues that need to be addressed and the implications of making changes?

Rep. Ruiz: We need to make a change because the school districts like Woodburn, Reynolds, Salem-Keizer, that are losing out. Theres an opportunity for us to come back and say we have the data in front of us and make sure we reconfigure what money goes to schools. We can do this. Will some school districts lose? Yes. Until we find more money, then we can fill the hole, but don't know when that will happen. Grew up in Reynolds school district. My district is losing. Not fair to my people. When there's a rule, there's a path and I will push the legislature. It will likely be a '29 question.

Question: Our committee believes the opt-out option on state assessment must be addressed to accurately determine academic achievement of our students and is connected to supporting implementation of SB 141. What can the legislature do to address this issue?

Rep. Ruiz: There are conversations about that and what concerns can look like. There can be a middle ground. There's 50 states and 50 ways to do education. Oregon does things uniquely; California, Nebraska, Alaska, etc. do things differently. There's a potential benefit we can look into. It's worthy the conversation and more than happy to engage. Theres's legislators having roundtables and currently trying to figure out what that looks like.

Question Does the BIPOC Caucus have legislative items they are working on that can be shared and partnered with the RJC?

	Rep. Ruiz: Yes, BIPOC Caucus is compiling questions from members. Around November/December is when we come together to vote on priorities. By January the public knows what the priorities are in the BIPOC Caucus. Welcome you to join us for a BIPOC Caucus meeting (in person or virtually) on what you all are trying to push, who is leading those conversations when it comes to policy or budget requests. If we can elevate your priorities through BIPOC Caucus agenda, that means we are in community and are on the same thing. Can have my team connect with information. Andre: Will want to stay in touch to be comprised of those conversations. They are in communication with agencies to develop their priorities. Cynthia: Appreciate the work you are doing. We, as a committee, are asking: <i>Equitable funding</i> a. Our Committee is asking and advocating for equitable funding, specifically to ensure the poverty weight calculation is in alignment with what is actually experienced in communities. We want to see the poverty weight calculation reviewed – and if there is a structural problem with the calculation, update it. We would like to see the special education cap increase from 11% to 15% to better support students with disabilities. b. Our Committee would like to see legislative and budget decisions made using a racial justice lens. For example opt-out options and students taking state tests which is what are used for measurements. c. Our Committee recommends legislators to meet with Superintendents to discuss education funding, including financial needs and potential solutions (recommend meeting with Superintendent Gorge Mendoza and Superintendent Andrea Castaneda). They are dealing with these issues and know how it impacts our districts and they'd like to work with you and with us. Rep. Ruiz: Agree with you. Will send you a four page document on SB 1555 information. Will show an example of what the bill was going to do and what is currently going on with education. It did set us up for an important conversation on addressing funding formula, high cost, etc. Cynthia: When they make rules or policy, they need to know how it impacts the people they make the rules and policy for. Andre: Will be in touch.	Rep. Ruiz to provide document on SB 1555.
DELC Q&A	<i>Questions will be collected via chat and sent to the Director Chaterjee.</i>	
ODE Agency Presentation	<i>Dr. Williams shares "Oregon's Education Policy and Budget Choices – Advancing Equity Through Accountability and Resource Allocation" slides.</i> Dr. Williams: Our asks have to be net neutral. SB 141 was one of the ways we are charged with that work. Anything else we have to balance with existing resources. When evaluating proposals ODE Considers: Impact on focal students, evidence of effectiveness,	

fiscal sustainability, administrative burden, unintended consequences, and ability to measure outcomes. We have over 540K students that speak over 370 languages, over 90K staff of color and the importance of diversifying the workforce, and we have 197 school districts.

Strategic Plan Pillars and Outcomes - We finalized our strategic plan. Three pillars are Academic Excellence, belonging and wellness, and shared accountability.

SB 141 – big piece was on reducing admin burden for school districts.

Legislative Concepts

- Technical fixes - Like background check language, etc.
- AI and Information Literacy Policies
- Summer learning adjustments – still under development, identified issues are being discussed.
- Civil rights adjustments – several ideas related to civil rights in the school context. State statute doesn't allow students who are pregnant or parenting for absences, etc. and helps with nebulous languages.

Inability to share records with service providers is another.

Volunteer background check fees – have placeholders and set aside with state school fund. Division 22 and division 24.

There will be a report coming out next month relating to Division 22 and SB 141.

Division 24 – partnership to manage support for school district. Report will inform request department for full investigation to come up with specific criteria on investigation, balance of those items is up to legislature on what they can take up for 27 session.

Policy Option Packages (POPs)

1. Oregon State Assessment System Costs
2. Perm Position Authority for School Safety & Emergency Management Program
3. Oregon School Capital Improvement Matching Program (OSCIM)
4. 2027-29 Bond request for OSD campus renewal phase 1
5. State School Fund Modernization Limited Duration Staffing
6. Grant System Replacement Project
7. Accountability
8. CAT-SSA Program Enhancement
9. Local Option Equalization Grant carveout

Accountability package SB 141

We are updating district chart of accounts – hasn't been updated in 20 years.

Grant distribution model – will need to be in collaboration. Online schools – operate under different instructional model. Some policy considerations here, how do we want it to account for differences in service delivery?

SPED – looking at ways we can support our scholars with funding process. We stand ready to provide information, can share presentations on formulas in the past. Districts are spending at and above the allowable amount.

	Angela: Can you please repeat what you said about ODE and its authority to change the poverty weight? Dr. Williams: We have to use SIAPE data. When it comes to changes of that scale, we partner with LFO, DAS CFO, Gov Office, etc. There are two things – if we make changes to our formulas, what are the impacts on the districts and will they have time, resources, etc to prepare. We want to have ideally enough money to account for changes. When looking at formula changes, want to make sure we address those changes. Angela: Might take until 2029 for legislative fix for formula. Political climate on changes via legislature is hard. Want us to think about how ODE can be a leader since there is opposition there. For nearly 30 years some districts haven't ever gotten their fair share and it's the students the RJC are most concerned. Dr. Williams: If and when the SPED gap, for example, were to change, because they are already spending above their cap, if we saw a lift in the cap that would provide an offset of the cost some district have.	
Committee Reflections (Remaining Time) (20 minutes) • Next Steps • July Agencies return and check in on how feedback was incorporated.	<i>Committee discusses DELC Presentation.</i> Cynthia: If we get the slides, that will help us. We have all these peoples working on all these priorities – how do we align them to make sure we achieve what we want to achieve. Aryn: How are they going to do the things they're talking about without new money. They're talking about how they have 20 mental health supports for the state, for a geographically large state. What real conversations are there. They faced major cuts to their programs in short session. I didn't see systemic changes made and really worrying in part because we know it's the work of DELC to achieve work of K12. Has the rest of the system adjusted given these changes? We heard process and technical improvements which is great for providers and in long term will trickle down for student and kids – would like to hear more on children at large and specifically in this committee for black and brown question. Would've hoped for more specific equity and racial justice presentation given our committee Lyn: Was record fire presentation pace. Was interested in work related to early kindergarten transition and programs related to that. Would like to know impacts for early learning or kindergarten into k-12 system. Do they talk to each other about the impact of this work? If there's been any real definitive impact data on early kindergarten transition work. Cynthia: We saw children in Oregon birth- 5 broken down by race. In our school district not all kids transition into public school and that contributes to our decline in enrollment. Our students entering public schools at kindergarten, stay with us and don't drop out. Something happens before they come to public school that prevents us them from coming, how do we find them so we can reach out tie them. Where did she get that data presented and how can we connect with those families? Very impressed on information on suspension and expulsion rates. Didn't know that if an organization suspended or expelled, they wouldn't be serviced by DELC.	

Aryn: Last year there was a problem with implementing that rule change and never heard where that landed. Surprised to hear her say that this rule was going into effect in 10 days. Was hearing a lot of talk on different issues with DELC having authority to implement that new law and needing to go back to legislator to get it – last I heard they hadn't. Would like to know what that process was and what exactly DELC means in terms of suspension and expulsion.

Lizette: I also wanted some clarification on how mental health supports will be implemented in the early stages of the program. The overview shared earlier wasn't entirely clear, and I would appreciate a more detailed explanation of the structure. If there's SPED programming, how does it impact students and how do they work with the program. More info would be nice.

Aryn: Had a lot of success getting rid of childcare deserts in children 0-5 range. Less progress though on 0-2. Childcare often costs more than rent, and homelessness rate can be high for 0-2 age.

Cynthia: Should have these different departments to come and do reports to us more often so we know what they're working on.

Andre: If you want to spend time on what you want to track, we can add that to a future meeting on how you want to line that up.

Committee discusses ODE Presentation.

Angela: This idea that ODE does have the authority to change the way we distribute funding to schools in relation to poverty, I would really love for this committee to push them to do so. If we're asking legislature to do it, our kids can't wait that long. But if ODE can make that change, if we're asking input from communities that don't want things to change, we won't get far. Asking ODE to do that change that they are able to make, I hope we encourage them.

Lyn: What could be possible in looking at new formulas or redistribution funds to address districts that don't have it, that need it? I appreciate Dr. William's transparency. How can we support and facilitate this work, knowing the limitations.

Cynthia: If someone isn't working on that formula and coming up with projections, we don't know how much more we do or don't need, etc. Someone needs to be doing that kind of work. Just as she did with accountability bill – she brought people from all districts and did work. You have to hear from all districts and what this would do if I had less or more funding and come up with a proposal.

Angela: There's conversations on a strike. Whatever we can do to support that not happening.

Andre: Important to come to them with asks but at the end of the day, we're all working together to get the same outcomes. Have found that they lean on people like us and you and lean in as far as they'll take it because we don't want stones unturned. Have seen you do amazing things when pressure is applied. What might be helpful and planning session.

Next meeting is July 27th. We'll deliver questions to the agencies

	and the feedback you've given and have agencies report back to us on what they've done with it. How you want to lay out remaining meetings for the year - We can add to the meetings as well. Just some things to think about. Governor's Office team will put an outline to get the discussion going based on information we heard from you. If you have anything to vote on we do need quorum. Cynthia: I want us to follow up with BIPOC Caucus and hear from them. Andre: Will reach out to you in advance to ensure we got things. Slide decks forthcoming. We want to give agencies as much time as we can to answer your questions for responses. Will put deadline for questions or thoughts so they can prepare as well. Our next meeting is July 27th. We do reach out to the BIPOC Caucus every year on their priorities. Cynthia: Could we do a panel, and not have individuals come in to meet with us? Andre: Who do you want to hear from? Send us your thoughts. Will add to prep for next meeting. Cynthia: Thank you for great job in communicating and informing us. <i>Meeting concludes at 2:54pm.</i>	Future agenda item: BIPOC Caucus
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Meeting Materials	 RJC EC DELC Update 6.22.26.pdf  ODE - RJC 6.22.26.pptx.pdf
Follow Up Materials	 SB 1555 Memo - Rep Ruiz.pdf

Zoom Chat

2026-06-22 13:01:49 From Melinda Gross (she/her) | DAS Office of Cultural Change to Hosts and panelists:
Lucky for us! <3

2026-06-22 13:02:15 From Angela Uherbelau to Hosts and panelists:
The most crucial attendee for an education meeting!

2026-06-22 13:03:29 From Yasmin Solorio, Gov Office (She/her) to Hosts and panelists:
June 22nd EC Meeting Agenda

1. Welcome
2. DELC Presentation (35 minutes)
3. Rep. Ruiz Engagement (30 minutes)
4. DELC Q&A (20 minutes)
5. Agency Presentation (35 minutes)
- ODE (15 minutes + 20 minutes for Q&A)
6. Committee Reflections (Remaining Time) (20 minutes)
- Next Steps
- July Agencies return and check in on how feedback was incorporated.

2026-06-22 13:03:51 From Dr. Charlene Williams to Hosts and panelists:
Off camera for sec. Finishing lunch

2026-06-22 13:04:19 From Rachael Moser, she/her, Gov Office to Hosts and panelists:
A good reminder, Co-Chair Richardson!

2026-06-22 13:05:19 From Rachael Moser, she/her, Gov Office to Hosts and panelists:
Rachael Moser, she/her, Education Advisor in the Governor's Office

2026-06-22 13:05:24 From Dr. Charlene Williams to Hosts and panelists:
Dr. Charlene Williams, ODE, Director

2026-06-22 13:05:34 From Yasmin Solorio, Gov Office (She/her) to Hosts and panelists:
Yasmin Solorio, Gov Office, Executive Assistant - welcome all!

2026-06-22 13:05:36 From Vanessa Clark (she/they), ODE to Hosts and panelists:
Vanessa Clark, State School Fund Program Manager

2026-06-22 13:05:39 From Mike Wiltfong ODE (he/him) to Hosts and panelists:
Mike Wiltfong - Oregon Department of Education

2026-06-22 13:05:40 From Aaron R to Hosts and panelists:
Aaron Rivera, ODE, Asst. Sup. Finance & Administration.

2026-06-22 13:05:55 From Melinda Gross (she/her) | DAS Office of Cultural Change to Hosts and panelists:
Melinda (she/her), Director of Cultural Change. I'm here to support and be a listener for the agency presentations as part of our Racial Equity Impact Statement process. ❤️

2026-06-22 13:05:55 From Alyssa Chatterjee (she/her), Director, DELC to Hosts and panelists:
Alyssa Chatterjee (she/her), Director of the Dept of Early Learning and Care

2026-06-22 13:06:04 From Ramonda Olaloye - Oregon Department of Education to Hosts and panelists:
Ramonda Olaloye, ODE, Assistant Superintendent, Office of Enhancing Student Opportunities

2026-06-22 13:06:25 From Tobias Sherwood | he.him | OCC to Hosts and panelists:
Tobias Sherwood, here from the Office of Cultural Change in the Department of Administrative Services. I'm here in the same capacity as Melinda 🙋

2026-06-22 13:07:34 From Nelly Patino Cabrera to Hosts and panelists:
Hi all! This is Nelly Patino-Cabrera from MESD and OABE (Oregon Association for Bilingual Education)

2026-06-22 13:08:32 From Anne.Sires to Hosts and panelists:
Hi I'm Anne Sires, a new DAS CFO analyst covering HECC

2026-06-22 13:08:52 From Angela Uherbelau to Hosts and panelists:
Good to see everyone! Forgot to mention, I'm also the founder of Oregon Kids Read, a network of volunteer advocates who believe literacy is a civil right and work towards systemic transformation of how Oregon teaches and supports students

2026-06-22 13:08:55 From Yasmin Solorio, Gov Office (She/her) to Hosts and panelists:
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5. Agency Presentation (35 minutes)
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6. Committee Reflections (Remaining Time) (20 minutes)
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2026-06-22 13:28:42 From Andre Bealer (he/him) Gov. Office to Hosts and panelists:

1. Can you share any insight into why you and other Legislators introduced SB 1555 during the 2026 session?
2. Were you seeing particular problems with the way Oregon calculates school funding that you wanted to address? If so, what issues did/do you see?
3. There was strong pushback on SB 1555. Were there any learnings from conversations during the 2026 session - and how is that informing how you and other Legislators may move forward?
4. Our committee has been learning and discussing the way Oregon calculates poverty weights. How are you thinking about this in relation to education funding, including any issues that need to be addressed and the implications of making changes?
5. Our committee believes the opt-out option on state assessment must be addressed to accurately determine academic achievement of our students and is connected to supporting implementation of SB 141. What can the legislature do to address this issue?
6. Does the BIPOC Caucus have legislative items they are working on that can be shared?

2026-06-22 13:29:00 From Yasmin Solorio, Gov Office (She/her) to Hosts and panelists:
Questions: Can you share any insight into why you and other Legislators introduced SB 1555 during the 2026 session?
Were you seeing particular problems with the way Oregon calculates school funding that you wanted to address? If so, what issues did/do you see?
There was strong pushback on SB 1555. Were there any learnings from conversations during the 2026 session – and how is that informing how you and other Legislators may move forward?
Our committee has been learning and discussing the way Oregon calculates poverty weights. How are you thinking about this in relation to education funding, including any issues that need to be addressed and the implications of making changes?
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Does the BIPOC Caucus have legislative items they are working on that can be shared and partnered with the RJC?

2026-06-22 13:41:18 From Dr. Charlene Williams to Hosts and panelists:
BRB

2026-06-22 13:42:59 From Nelly Patino Cabrera to Hosts and panelists:
Exactly! 😊

2026-06-22 13:45:41 From Alyssa Chatterjee (she/her), Director, DELC to Hosts and panelists:
Apologies - I need to hop off. I would be happy to answer any questions folks have, or provide more detailed information as needed. Yasmin + team I will send you my slides 😊

2026-06-22 14:18:01 From Angela Uherbelau to Hosts and panelists:

Thanks so much for your presentation Dr. Williams. Can you please repeat what you said about ODE and its authority to change the poverty weight? It might be me but I had hard time with audio

2026-06-22 14:23:36 From Dr. Charlene Williams to Hosts and panelists:
Thank you for your time today!

2026-06-22 14:25:15 From Lizette She/Ella to Hosts and panelists:
I couldn't really hear her presentation.

2026-06-22 14:33:39 From Angela Uherbelau to Hosts and panelists:
I really appreciate these insights - and Lyn, I love you lifting up the essential question of data-driven outcomes for state prorams

2026-06-22 14:34:24 From Lizette She/Ella to Hosts and panelists:
I also wanted some clarification on how mental health supports will be implemented in the early stages of the program. The overview shared earlier wasn't entirely clear, and I would appreciate a more detailed explanation of the structure.

2026-06-22 14:42:00 From Nelly Patino Cabrera to Hosts and panelists:
Thanks, everyone, for a great meeting. I'm heading to my next one now, and I look forward to seeing you again soon.

2026-06-22 14:45:09 From Shazia to Hosts and panelists:
Thank you all for the meeting! Look forward to next month

2026-06-22 14:47:16 From Yasmin Solorio, Gov Office (She/her) to Hosts and panelists:
Next committee meeting is July 27th

2026-06-22 14:48:18 From Aryn Frazier (she/hers) to Hosts and panelists:
I've got to head into my next meeting. Thanks for the conversation, and good to see you all.

2026-06-22 14:54:19 From Rachael Moser, she/her, Gov Office to Hosts and panelists:
Always, Co-Chair Richardson!



Oregon Department of
**Early Learning
and Care**

Agency Updates

Alyssa Chatterjee, Early Learning System Director

Racial Justice Council – Education Committee

June 22, 2026

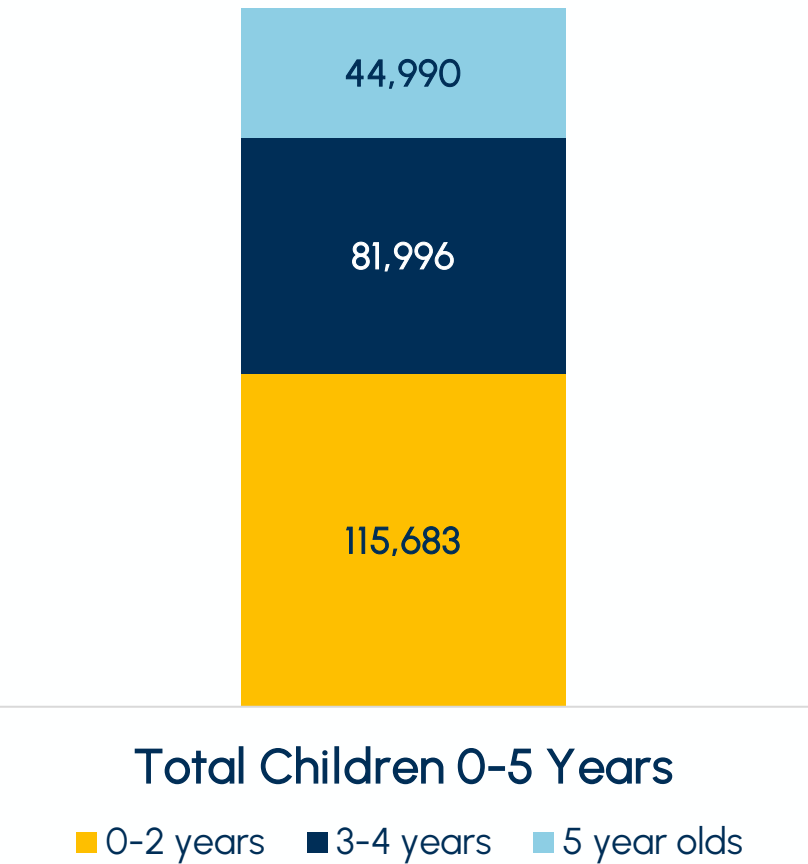
Overview

- Grounding in the early childhood system
- Agency Request Budget – budget proposals & equity lens
- Outcomes monitoring & partnerships
- Licensing Pathways – home-based vs. center
- Mental & behavioral health supports

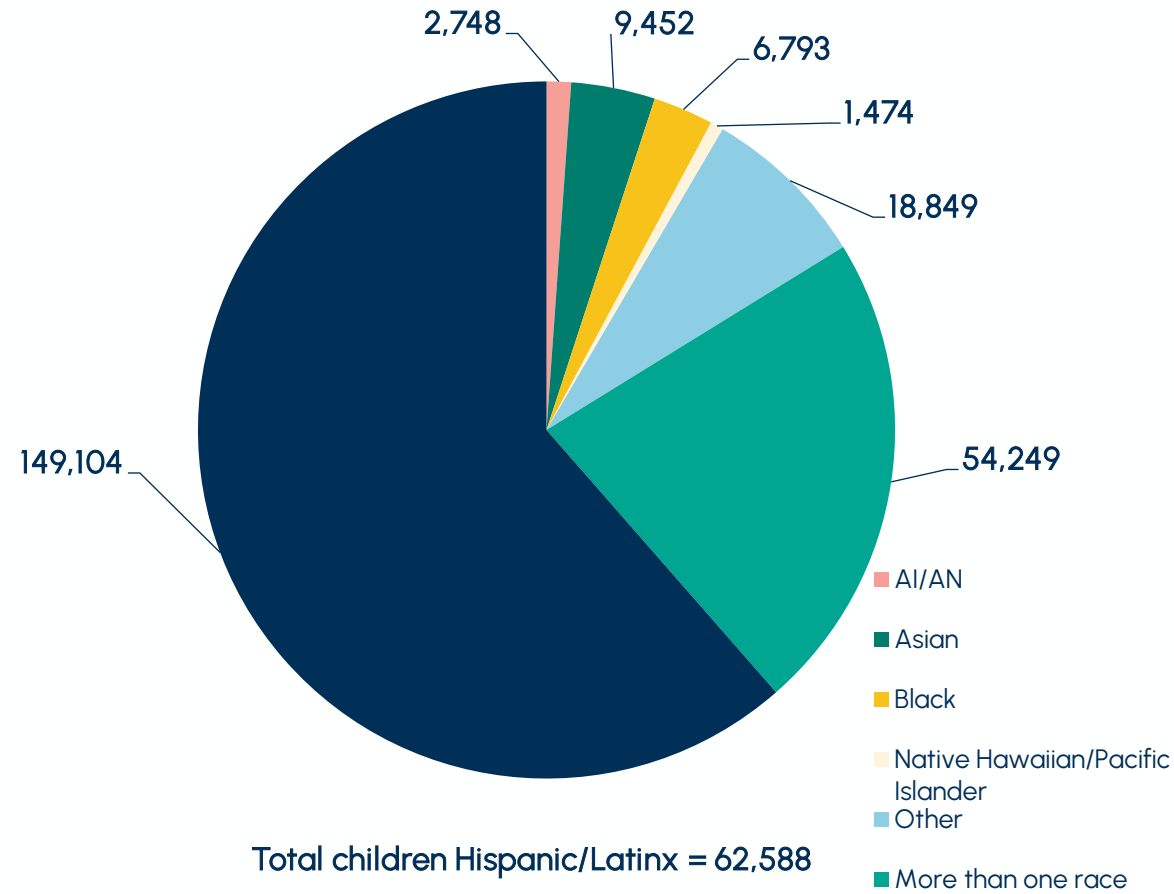
Children in Oregon Birth to 5 Years Old



242,699 Total Children ages 0-5 Years



Oregon Children 0-5 Years by race



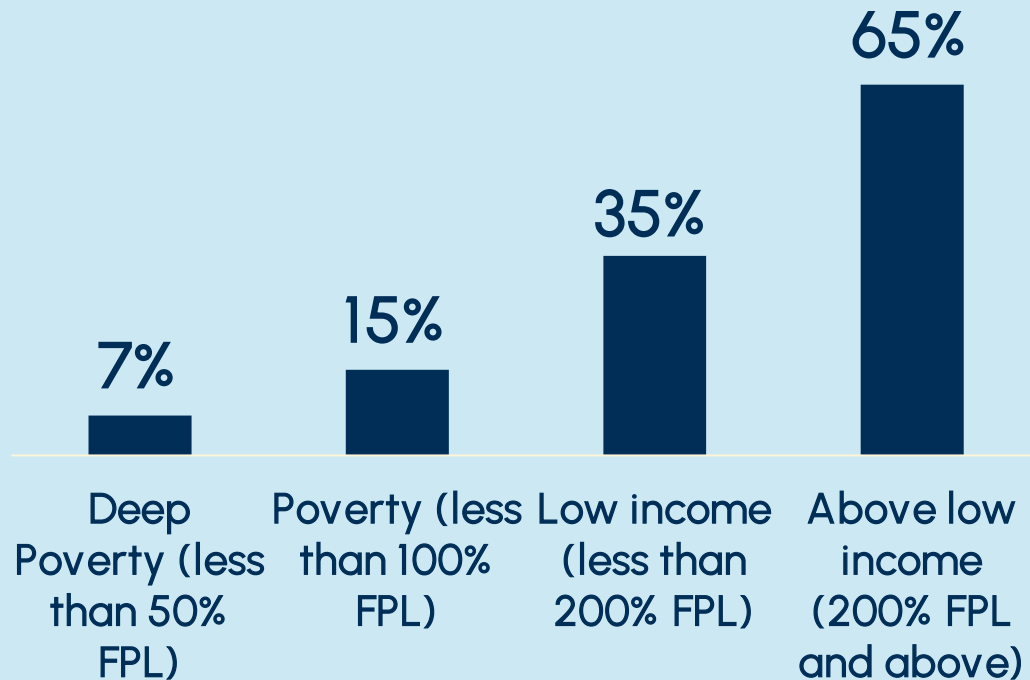
Data Source: 2023 1-Year Estimates American Community Survey Public Use Microdata Sample

Note: for US Census data, children can be included in a specific race group and in the Hispanic/Latinx group, these are not mutually exclusive groups. Due to this, adding children across race and ethnicity will lead to a higher number than the total children 0-5 years.

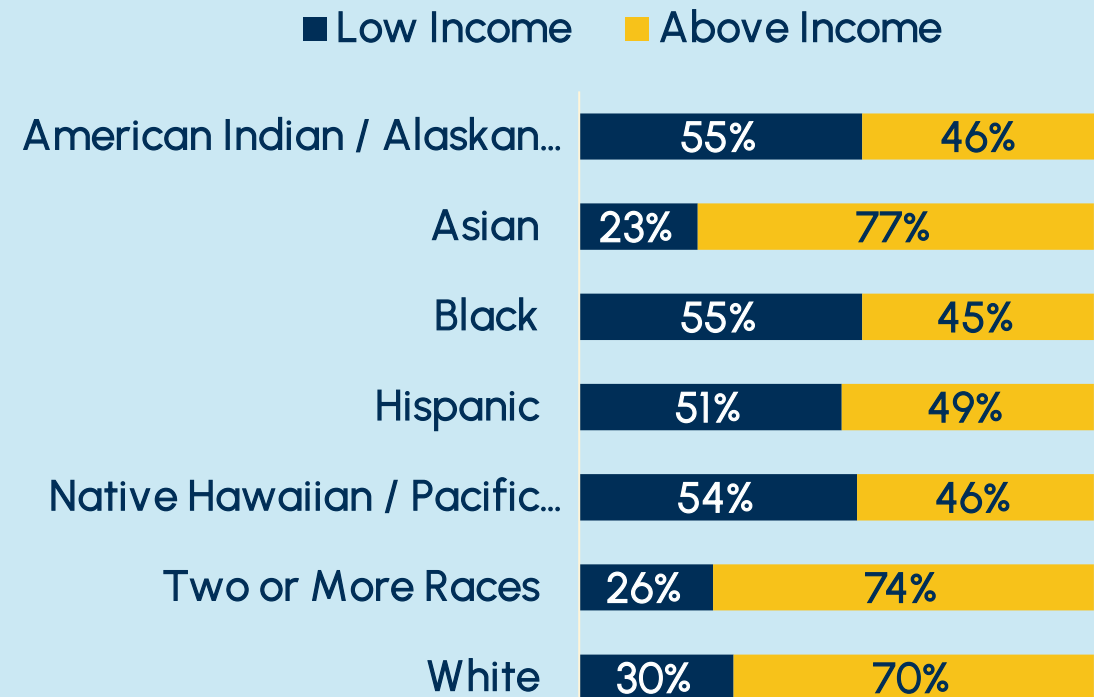
Children in Oregon Birth to 5 Years Old



Percent of children under 6 by income levels, 2022



Percent of children under 6 by family income and race/ethnicity, 2022



DELC Programs and Foundational Services to Families and Early Childhood Workforce Development



Core Programs

- Baby Promise
- Birth Through Five Literacy
- Dolly Parton's Imagination Library of Oregon
- Early Childhood Equity Fund
- Employment Related Day Care
 - BOLI Apprenticeship
 - Head Start Contracted Slots
 - High Needs Rate
 - Teen Parent Program
 - Quality Incentives
- Healthy Families Oregon
- Kindergarten Partnership & Innovation Fund
- Oregon Prenatal to Kindergarten

- Parenting Education
- Preschool Promise
- Relief Nurseries
- Tribal Early Learning

Foundational Services

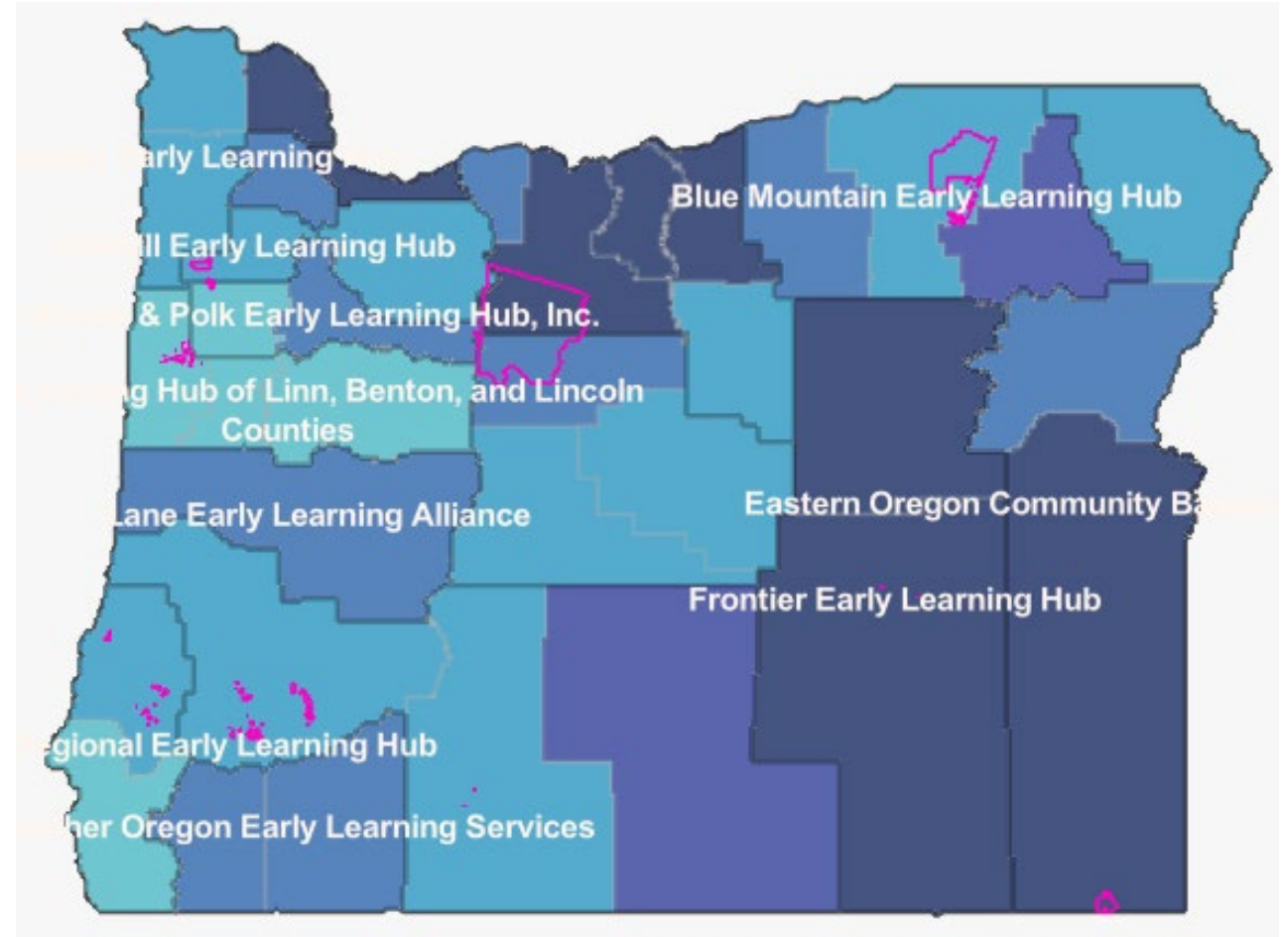
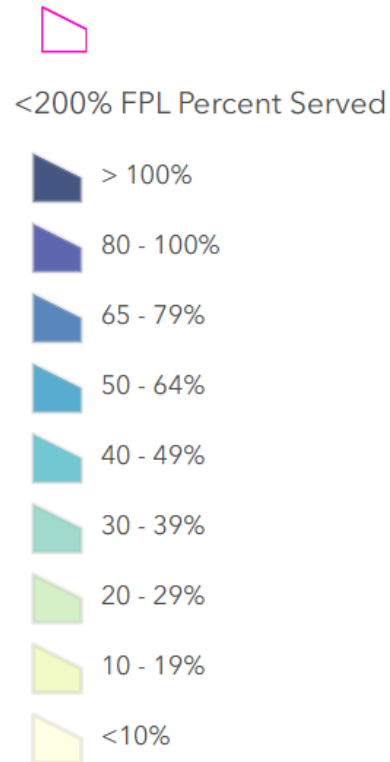
- Child Care Licensing & Compliance
- Child Care Resource & Referral entities
- Early Learning Hubs
- Every Child Belongs (early childhood suspension & expulsion prevention)
- Inclusive Partners
- Professional Learning for the ECE Workforce

2025-2026 Percentage of Eligible (under 200% FPL) Preschool Age Children with Access to Publicly Funded Early Learning and Care



Ten counties are fully saturated (80% or above) with public funding for the preschool age group (3 and 4 years old) living under 200% of the Federal Poverty Level, including Multnomah, where Preschool For All offers 3,844 seats, and will expand in future years. Most of the saturated counties are sparsely populated, accounting for a small proportion of overall funding.

Oregon Tribal Boundaries



Note: Data includes 2025- 26 estimated slots for Preschool Promise, Oregon Pre-Kindergarten, federal Head Start, and Preschool For All (Multnomah county), plus a snapshot of children 3-4 using ERDC subsidy in January 2026.. Tribal Head Start and Migrant & Seasonal Head Start are not included.

Eligible population is defined as children ages 3 & 4 living in families below 200% of the Federal Poverty Level; Source: ACS 5-Year Estimates – 2024

2025-2026 Percentage of Eligible Children 0-2 with Access to Publicly Funded Early Learning and Care



One sparsely populated county is fully saturated (80% or above) with public funding for the infant toddler age group (birth to 2 years).

All but four counties are saturated at a rate lower than 50% for infants and toddlers under 200% of the Federal Poverty Level.

Oregon Tribal Boundaries



<200% FPL Percent Served

> 100%

80 - 100%

65 - 79%

50 - 64%

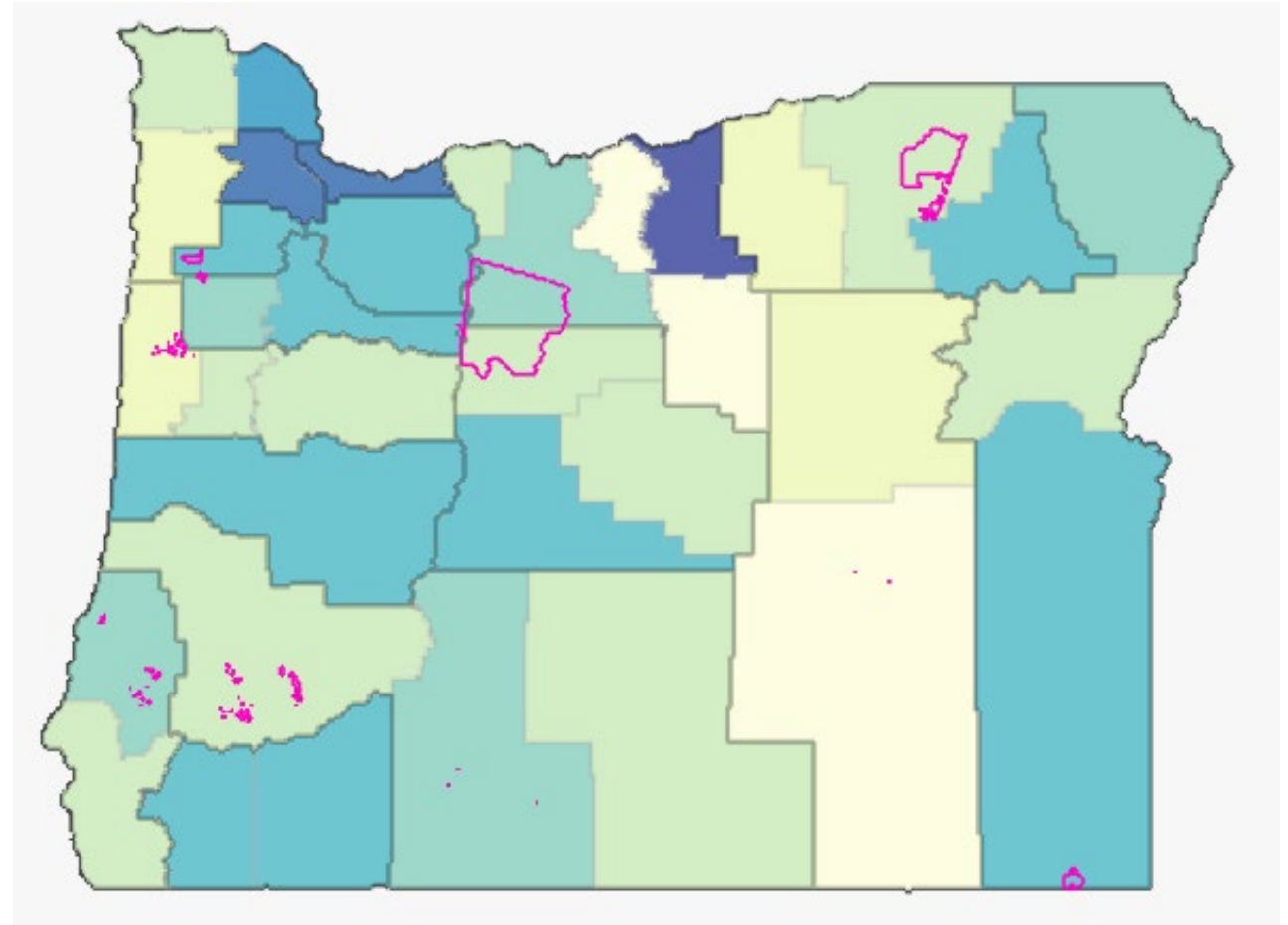
40 - 49%

30 - 39%

20 - 29%

10 - 19%

<10%



Note: Data includes 2025-26 slot estimates for Baby Promise, Oregon Prenatal to Three and federal Early Head Start, and a snapshot of children under 3 using ERDC subsidy in January 2026. Tribal Head Start and Migrant & Seasonal Head Start are not included.

Eligible population defined as children ages 0-2 living in families below 200% of the Federal Poverty Level; Source: ACS 5-Year Estimates – 2024

2026 Strategic Priorities



1

Building a Cohesive Preschool System Across Oregon

- Align OPK and Preschool Promise
- Redesign Coordinated Enrollment
- Collaborate with Multnomah County Preschool for All
- Participate in and support the Governor's Roundtable

2

Delivering High-Quality Customer Service and Ensuring Child Safety

- Oregon ELMS
- Customer Service Unification Project
- Customer Service Phase II
- Investigations Process Improvement Projects

3

Addressing the Structural Deficit of ERDC and Development Long- Range Plan for Program Success

- ERDC Stabilization Plan
- ERDC 5 Year Strategy

4

Fiscal Integrity and Program Integrity

- Fiscal Integrity Project
- Grant-in-Aid Compliance and Program Integrity Office
- Secretary of State Hotline Investigation Recommendations

5

Advancing Tribal Sovereignty and Partnership

- HB 2815: Tribal Early Learning Plan and Fund Implementation
- Tribal Consultation Policy Implementation and Cohort Training (internal)





27-29 Agency Request Budget

Community Engagement

Multiple Touchpoints

- Community webinar
- Community survey
- Early Learning Hub directors
- CCR&R directors
- Healthy Families Oregon coalition
- Issue advocates/Early Childhood Coalition
- DELC all staff
- Tribal Consultation



Agency Request Budget

Proposals to be revenue neutral and prioritize economic development, affordability, customer service, and protect Oregon values

Exceptions:

- Capital projects
- IT projects in progress
- Legislative or Ballot Measure mandates

Areas of Interest: DELC Legislative Concepts



Early Literacy: Tribal Language Preservation

Licensing Federal Compliance

Early Learning Council

Program Integrity

Areas of Interest: Policy Option Packages



Given the constrained revenue forecast, we are exploring revenue-neutral requests limited to:

- Program Integrity
 - We have a responsibility to promote access to services through an efficient use of resources.
- Oregon Early Learning Management System (ELMS)
 - New licensing and provider payment system launches this fall, and we need dedicated staff to keep things running.

2027-29 Investment Concepts



- Early literacy
- Infant and toddler care
- Family support services in rural communities
- Tribal Early Learning Fund
- Ensuring quality in publicly funded settings





Program Outcomes & Partnerships

Outcomes



- Evidence-base and accreditation through third party evaluation
 - Relief Nurseries
 - Healthy Families Oregon
- Screening and assessment requirements for Preschool Promise and Oregon Prenatal to Kindergarten
- Early Literacy Success Initiative
 - Early Learning and Kindergarten Guideline Revision
 - DELC providing guidance on high quality early learning materials and assessment tools for district grants
 - Development of Statewide Literacy Plan

Partnership



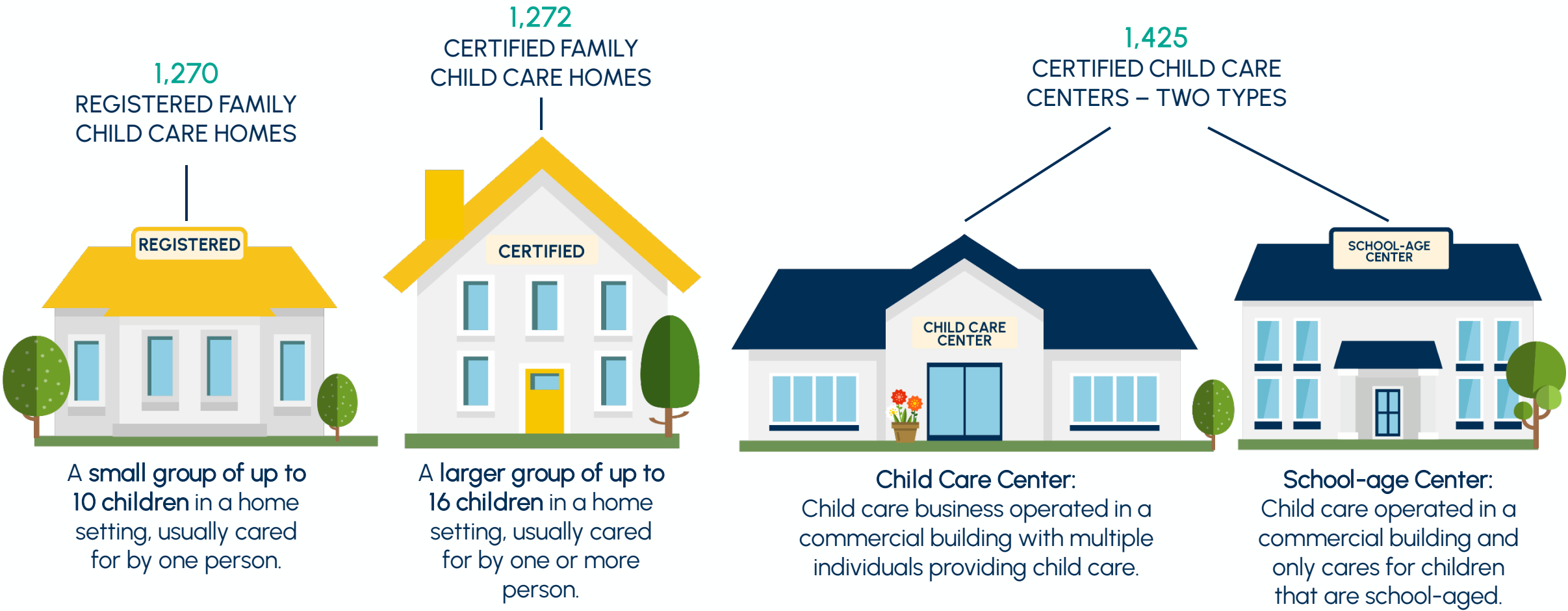
- Parent/family engagement requirements
 - Preschool Promise
 - Oregon Prenatal to Kindergarten/Head Start
- Early Learning Hubs: Convener, Connector, Capacity-Builder
 - Parent voice
 - Kindergarten Partnership & Innovation Fund
- Early Learning Kindergarten Transition Check-in partnership with ODE
 - Supporting connections with families and school, understanding families experience prior to kindergarten

A large, light blue abstract shape with a pattern of small white dashes, resembling a stylized cloud or a splash, occupies the left side of the image. It has a wavy, organic edge that curves from the top left towards the bottom right.

Child Care Licensing

Types of Licensed Child Care

As of June 2026



Not shown: 1 Outdoor Nature Based- Child Care License

Home-Based vs. Center Licensing: How They Compare

Requirements are set through a combination of statute (ORS) and administrative rule (OAR), shaped by health and safety considerations for different settings.

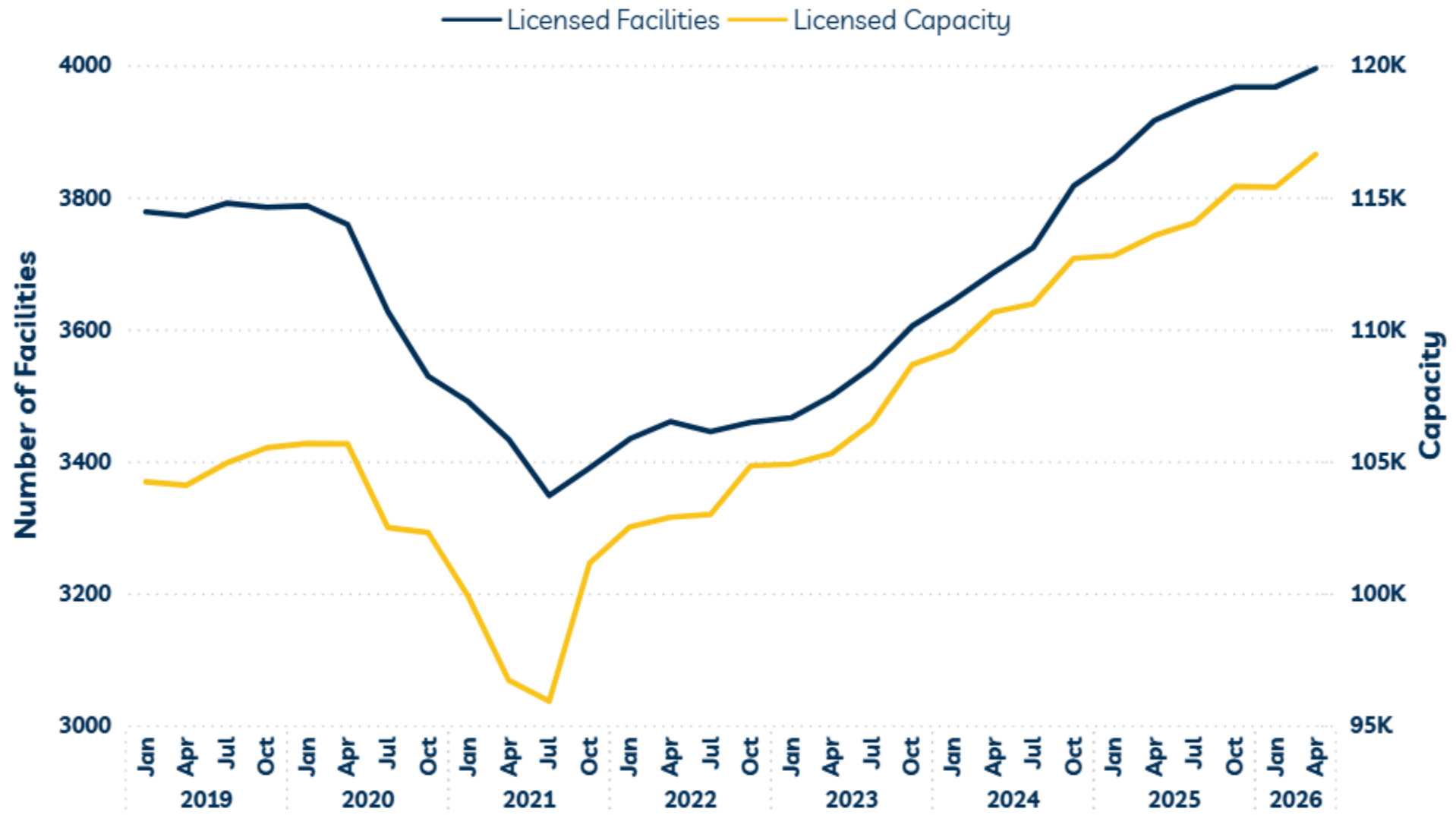
Home-Based (Family Child Care):

- RF/CF homes have fewer regulatory requirements than centers; differences reflect setting, size, and structure
- Licensed in a **private residences**
- Lower structural and staffing requirements
- Capacity and space tied to home environment, smaller groups sizes
- Must meet health & safety standards for residential use

Certified Centers

- Centers have more regulatory requirements than RF/CF; differences reflect setting, size, and structure
- Licensed in **commercial spaces**
- Higher structural, staffing, and program requirements
- Designed for larger group sizes and classrooms space environments
- Must meet health & safety standards for commercial use

Licensed Facilities and Licensed Capacity in Oregon

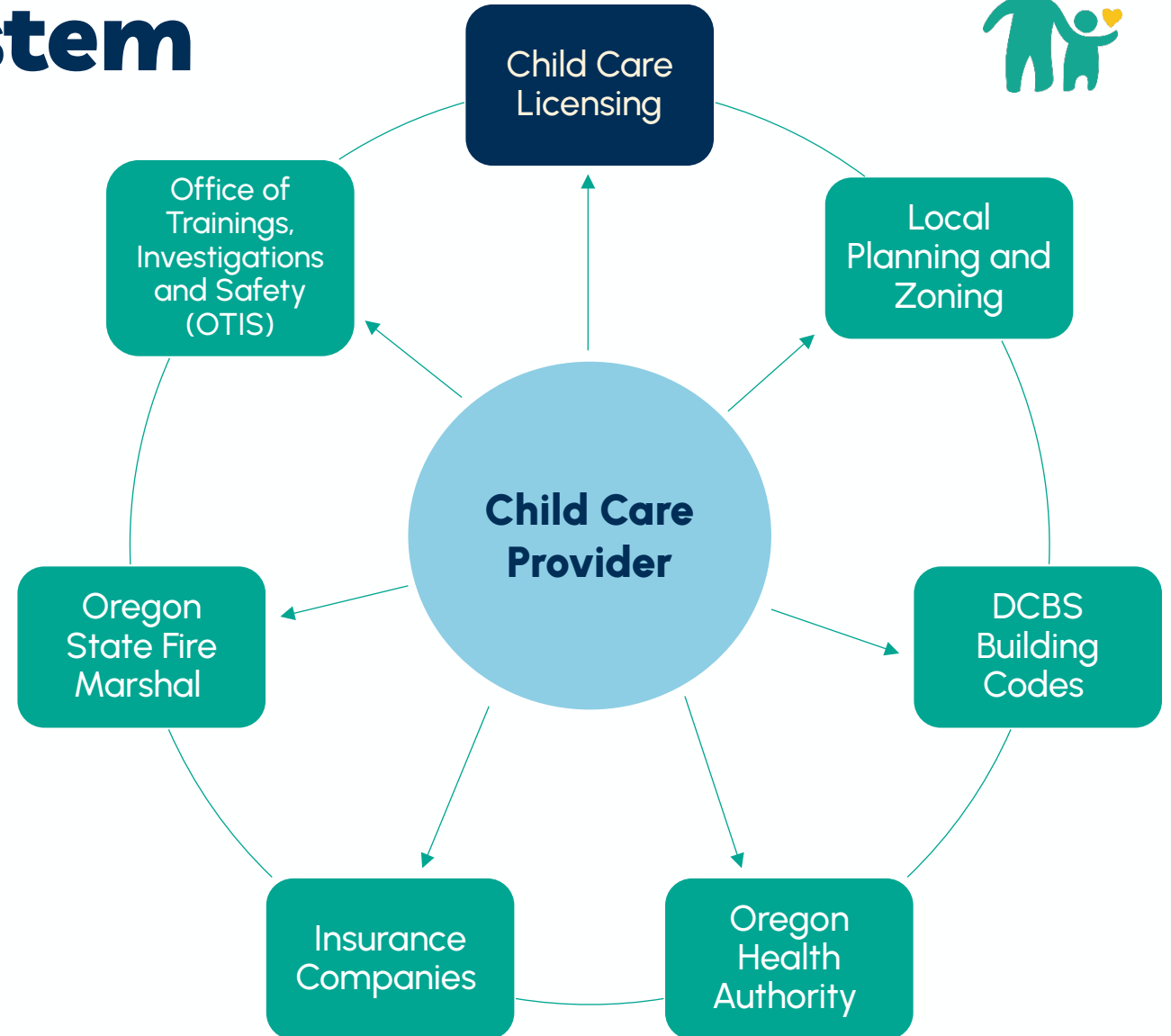


Navigating the System



A child care provider must maintain compliance with many rules, laws and regulations.

Child Care Licensing is one aspect of the regulations, and CCLD partners with many agencies to coordinate regulations.



Reducing Barriers through Rule Revision



Certified Center-Effective January 2024

Revisions Included:

- Expanded teacher qualifications
- Increased flexibility in support staff responsibilities
- Multi-Site model
- Reduced facility barriers (bathroom location, outdoor play areas)
- Mixed-age group ratios

Certified & Registered Family-Effective July 2025

Revisions Included:

- Reduced facility barriers (number of toilets)
- Increased flexibility in support staff qualifications
- Eased group size requirements
- Flexibility in storage of hazards
- **For RF:** New activities required: opportunities for movement, gross and fine motor, pretend play, art and literacy.

Engagement Activities

- ✓ Listening sessions
- ✓ Online feedback form (family child care only)
- ✓ Community Workgroup
- ✓ Rulemaking Advisory Committee

Participants

- ✓ Child Care Providers
- ✓ Families
- ✓ State agencies (OHA, DCBS)
- ✓ Partner organizations
- ✓ Child Care Provider Union (family child care only)

CCLD Legislative Happenings



HB 2727 (2023): Established a work group to explore how zoning, building codes, and permitting impact early learning facility growth and expansion.

SB 1040 (2023): Launched a pilot program to create a licensing model for small child care centers, testing waivers on staffing and qualification requirements to inform future policy changes.

HB2418 (2025): Provides flexibility for child care providers by allowing temporary exceptions to certification requirements and enabling the Early Learning Council to set child-to-provider ratios in Registered Family Care.

Liability Insurance Workgroup (SB 1535, 2026): Charges DELC with leading a workgroup including DAS Risk and Dept. of Consumer and Business Services to make recommendations.

Background Checks Workgroup (Rep. Wise): Establishing alignment or reciprocity across ODE, TSPC, and DELC background checks.

Suspension and Expulsion Prevention: Grants the Early Learning Council authority to adopt rules supporting compliance with the Suspension and Expulsion Prohibition, focusing on prevention and accountability.



Mental & Behavioral Health Supports

Suspension & Expulsion Rates in Oregon, by Family Report (2022)



9.1% of all children enrolled were asked to "take a break"

17.2%	Native Hawaiian or Pacific Islander
16.1%	African American or Black
10.6%	American Indian or Alaska Native
10.3%	Hispanic or Latinx
7.8%	Asian
7.7%	White
5.6%	Middle Eastern or North African

- 22.1% of children with a disability or chronic medical need were suspended or expelled



Every Child Belongs Strategic Framework

Goal

Reduce suspension and expulsion rates and disparities in early learning and care programs in Oregon

Objectives

Increase the knowledge and skills of the early learning and care workforce

Provide access to supports for programs with children at risk of suspension or expulsion

Collect and analyze data to improve ECB supports and evaluate outcomes over time

Align policies and coordinate systems

Strategies

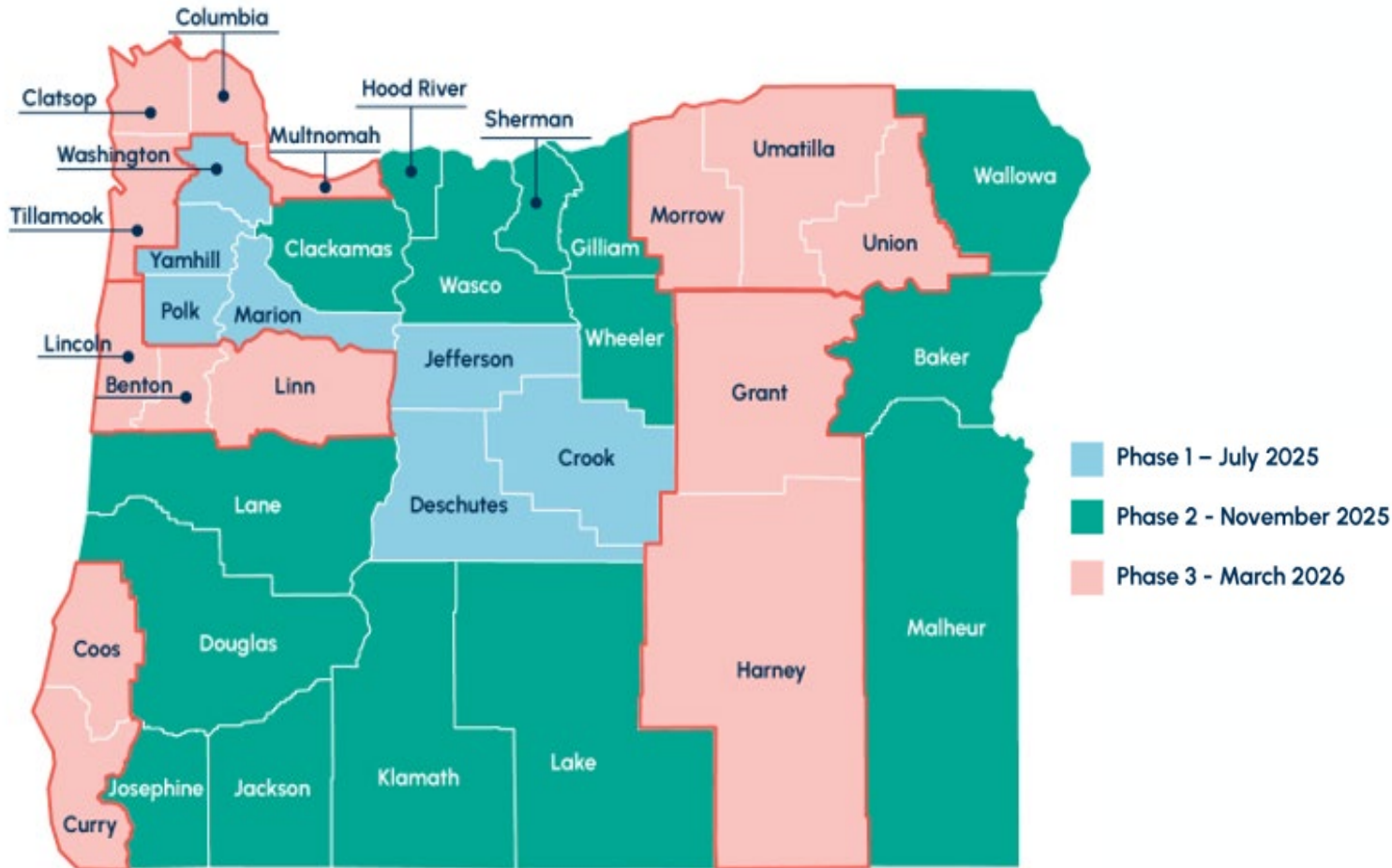
- Expand access to training aimed at reducing suspension and expulsion rates and disparities
- Implement targeted technical assistance
- Implement Infant and Early Childhood Mental Health Consultation

- Build ECB Connect system
- Create and implement evaluation plan

- Create and update OARs
- Engage key partners
- Communicate with key audiences



Every Child Belongs Services Are Now Available Statewide



- 20 IECMH Consultants have been hired in regions across the state
- 290+ Support Requests received since July 31, 2025 launch
- Each person who has submitted a request has received a response, usually within 1-2 business days.



Gaps/challenges

- Need for additional Infant and Early Childhood Mental Health Consultants – 20 consultants statewide is not enough to meet the need
- Mental Health Consultants may refer to mental and behavioral health services for children and families, but there are often long waits for services and in some areas services are not available at all
- The prohibition on suspension and expulsion goes into effect July 1, 2026. While DELC does not have authority to enforce this prohibition, because prevention resources are not yet sufficient to meet the needs of children and providers, communities have expressed concern about the potential impact of the prohibition
- ECB cannot, and is not intended to, address the practical supports like additional staff/lower ratio classrooms

Contacts

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alyssa.chatterjee@delc.oregon.gov

971-283-1271



Questions?





Appendix

Flexibility in Child Care Licensing

- Child Care Licensing regulations are designed to support child care safety in any location through different rule sets that meet the needs of the space children are being cared for.
- Child Care Licensing rules are mainly focused on how to keep children safe in practice.
- Because locations built specifically for child care are difficult to find, CCLD works closely with providers to offer flexibility in its rules and requirements where it is safe to do so to support availability of child care across Oregon.

Initial Requirements

All Licensed Programs Must:

- 1) Find building suitable for child care
- 2) Ensure zoning, planning, building codes are met
- 3) Take Pre-Service trainings for Health and Safety
- 4) Purchase safety items such as First Aid kit and Fire Extinguisher
- 5) Ensure materials for children's activities
- 6) Pass a CCLD inspection

Additionally:

Registered Family	Certified Family	Certified Center
1) Must reside in the home. 2) Must take an "Introduction to Registered Family" Class intended to support onboarding.	1) Sanitation inspection approval 2) Ensure provider has qualified experience for Certified Family License 3) Appropriate Square Footage	1) Ensure qualified Director and Teaching Staff 2) Ensure classrooms are appropriate size and equipped with materials for age group 3) Fire marshal approval (will check for fire extinguisher and alarms, sprinklers, exits, etc) 4) Sanitation inspection approval

Registered Family Child Care is an entry-level license and has fewer requirements than Certified Family or Certified Center

Timely Renewals

For all license types:

- A renewal application is considered *timely* when it is **submitted at least 30 days prior to the expiration date**.
- When submitted on time, the **current license/enrollment remains active throughout processing**, preventing service interruptions. This means a license can go past its expiration date and still be valid/approved.

Processing time for CC, CF, and RF applications (new, re-open, and re-apply). Measured from the date the application is received to the license start date. (Date range of data pulled: June 1, 2025 to June 1, 2026)

CC Applications

- 116 Total
- Average: 54.6
- Range: 2-427 days
- Median: 39 days

CF Applications

- 306 Total
- Average: 43.9 days
- Range: 1-390 days
- Median: 31 days

RF Applications

- 118 Total
- Average: 69.8 days
- Range: 8-700 days
- Median: 48.5 days

Supports for Family Child Care

Child Care Resource and Referral

Technical assistance from licensing

Union Supports

Food Program Subsidy

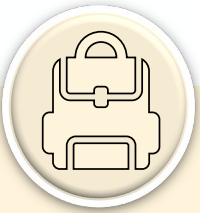
Scholarships

Business Acumen Supports

Every Child Belongs

Substitute Pool

Every Child Belongs



PREPARE

Provider Early Educator Capacity Building through Foundational Training on:

- Trauma Informed Practices
- Anti-Bias, Anti-Racist classroom practices
- Pyramid Model Training
 - Inclusionary Practices
 - Social/Emotional Learning
- Social/Emotional Learning

Technical Assistance Staff Capacity Building

Infant and Early Childhood Mental Health Consultant Capacity Building



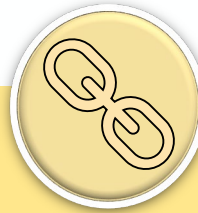
GROW

Technical Assistance Capacity Building

- Expansion of Train-the-Trainer Modules
 - Trauma Informed Practices
 - Anti-bias, Anti-Racist classroom practices
 - Inclusionary Practices
 - Social/Emotional Learning

Every Child Belongs Central Entity

- Mentor Consultation for IECMH Consultants
- Implementation support to Regional Service Providers of IECMH Consultation



STRENGTHEN

Regional Service Providers of Infant and Early Childhood Mental Health Consultation

Regional Coordination & Partnerships

Early Learning System Initiative

- Training on and Implementation of Data System
- Pyramid Model Implementation Supports

Create and implement evaluation plan

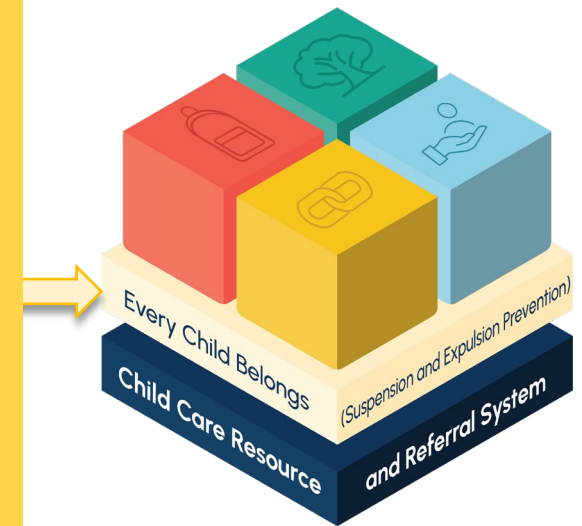
Align Policies and Coordinate Systems



RETAIN

Every Child Belongs Connect initiates coordination and access to:

- Targeted Technical Assistance
- Infant and Early Childhood Mental Health Consultation





Infant and Early Childhood Mental Health Consultants



IECMH consultants:

- Support young children's social and emotional health indirectly by strengthening the adult caregivers' capacities
- Draw upon relational skills, mental health training and knowledge of evidence-based strategies; they do not use a prescribed training/intervention package
- Collaborate with the caregivers they support



IECMH Consultation: Is and Is Not

IECMHC is:

- An indirect service aimed at the adult relationships surrounding the infant / young child
- An application of mental health training to create therapeutic alliances with providers and to model & foster reflection and self-awareness AND to understanding infants' and young children's relational health needs
- Proven to be effective in improving child social-emotional wellbeing, providers' social-emotional support for children, & programmatic changes
- Adaptable to meet a community's needs

IECMHC is not:

- Therapy or any direct intervention with the infant / young child
- Therapy for providers
- Coaching
- A "quick fix" or the only strategy necessary
- Prescribed or manualized (or "rigid")



Future-Facing Work with State Partners

The Oregon Department of Education (ODE) is responsible for Early Intervention (EI) and Early Childhood Special Education (ECSE) Services

- Goal: Create a foundation for ongoing collaboration to deliver coordinated services and supports
- Action Step: Develop foundational agreements and systems that promote alignment between ODE's services and DELC's services

The Oregon Health Authority (OHA) is responsible for behavioral health supports for children and families

- **Goal:** "Develop a plan for integrated mental and behavioral health and social and emotional supports." (HB2166)
- **Action Step:** Utilize Rural Health Transformation Funds to hire a contractor to create a plan

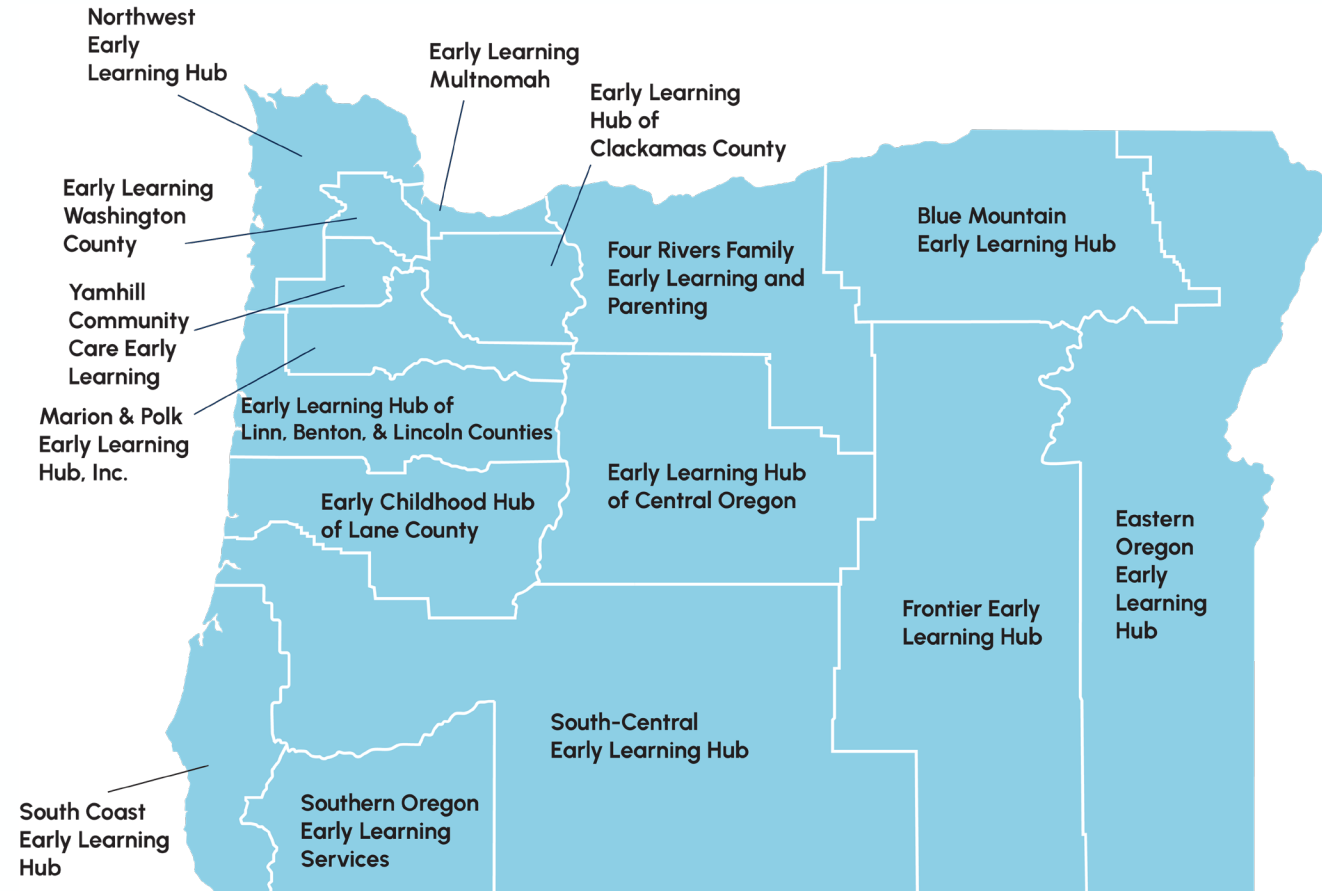


Partnership – Early Learning Hubs

DELC administers grant-in-aid funding to Oregon's 16 Early Learning Hubs, enabling each region to build, coordinate, and strengthen local early childhood systems through cross-sector collaboration, and partnerships with families and schools.

Early Learning Hubs lead a dynamic portfolio of activities that strengthen regional partnerships, build workforce capacity, and create new opportunities for children and families.

[This 2025 Legislative Report](#) on Oregon Early Learning Hubs provides an overview of some of the Hubs' recent DELC-supported partnerships, and outcomes.

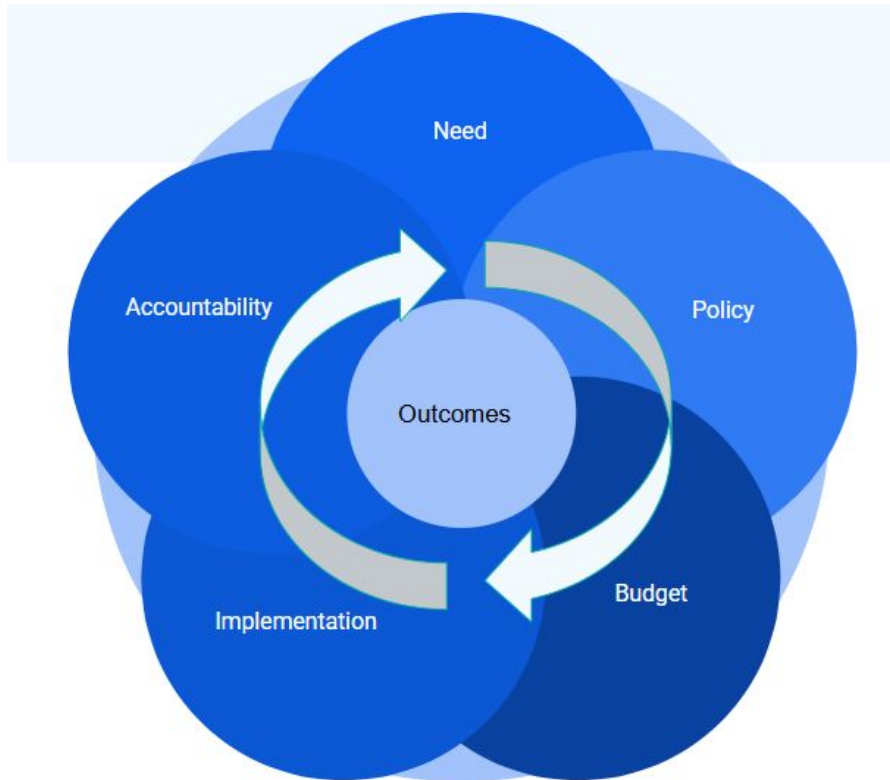




Oregon's Education Policy and Budget Choices

Advancing Equity Through Accountability and Resource Allocation

How ODE Approaches Budget & Policy Decisions



Given Parameters

- Net neutral fiscal impacts (no new money)
- Balance within existing resources

When evaluating proposals ODE considers:

- Impact on focal students
- Evidence of effectiveness
- Fiscal sustainability
- Administrative burden
- Unintended consequences
- Ability to measure outcomes

Who We Serve

“My vision is to make sure every child in Oregon is successful and has a safe place to receive a high-quality public education. I’ve seen firsthand how a positive student-teacher relationship can set a child on a successful path for the rest of their life. When we collaborate and build partnerships with students, educators and families we can advance equity and lead all students toward success.”

- *Dr. Charlene Williams*

545,088 Students*

More than 370 languages spoken

90,037 Educators

Staff of Color

- 14% of Teachers
- 15% of Administrators
- 19% of Counselors
- 26% of Educational Assistants

197 Districts

1,267 Schools

127 Charter Schools

19 Education Service Districts

*Numbers represent 2024-25

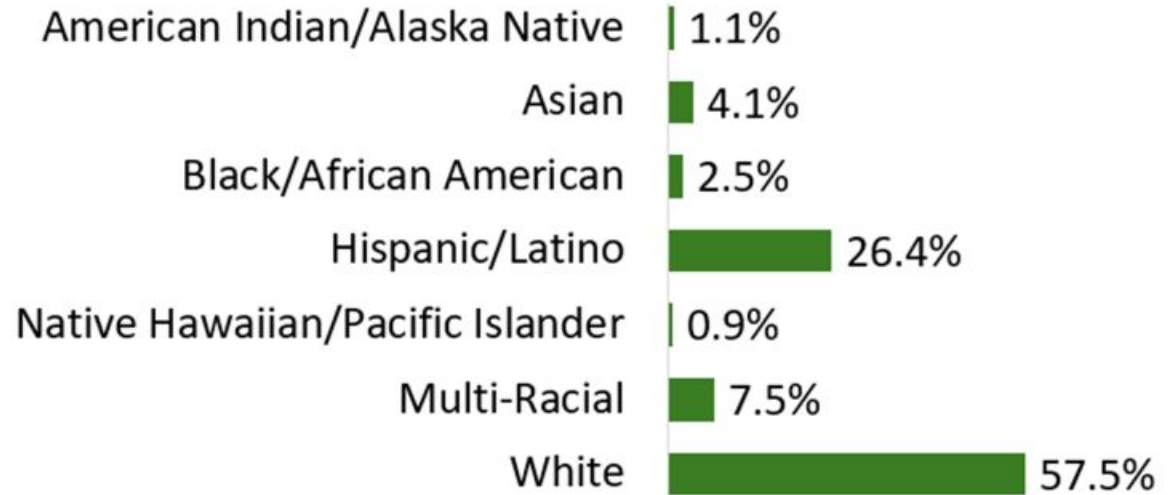
Oregon's Students

Student Demographics

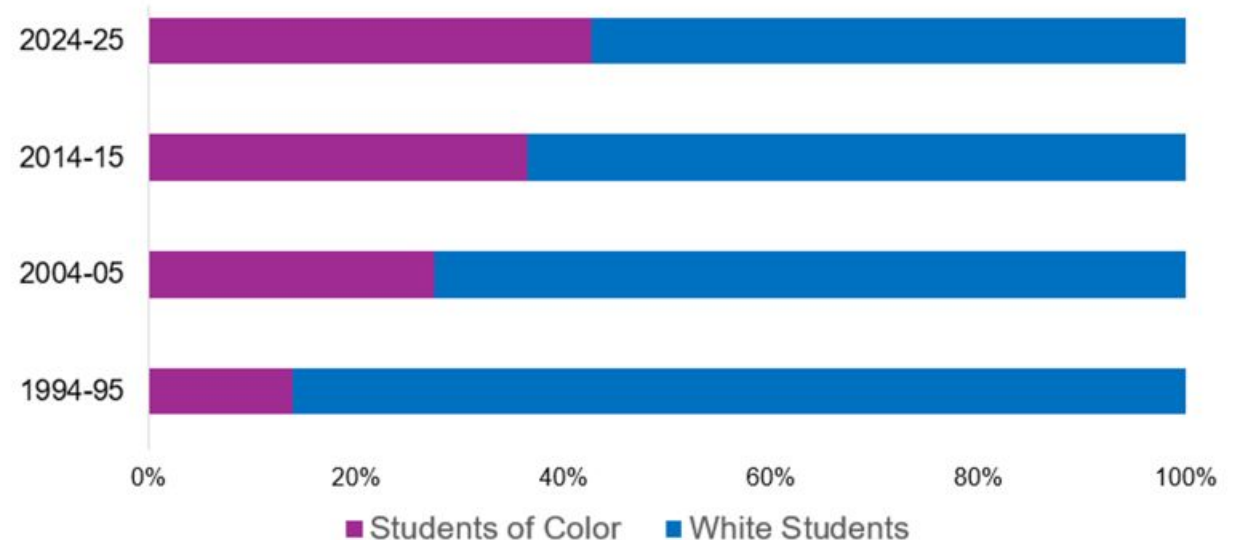
2024-25

- Students Experiencing Poverty: **33.4%**
- Ever English Learners: **19.0%**
- Students Navigating Housing Insecurity: **3.9%**
- Mobile Students: **11.3%**
- Students with Disabilities: **16.5%**
- Lesbian, gay, bisexual, queer, something else, or questioning: **22.1%** * (6, 8 and 11th grade)
- Transgender, gender expansive, or unsure: **10.8%** * (6, 8 and 11th grade)
- Total LGBTQ2SIA+ students: **22.5%** * (6, 8 and 11th grade)

Race and Ethnicity †

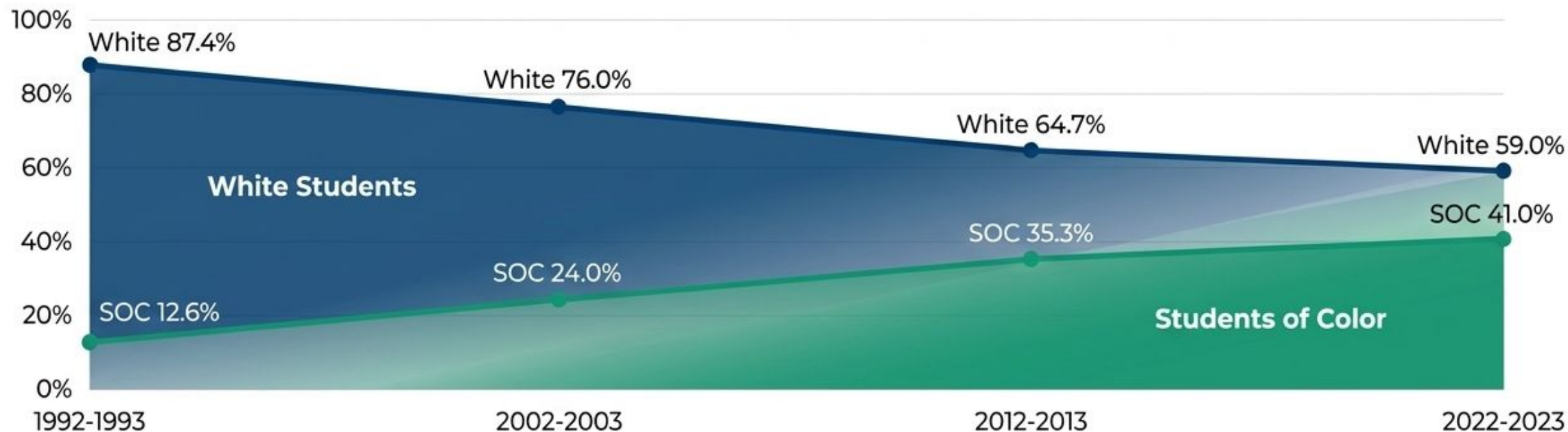


Oregon's Increasing Diversity



The Trajectory of Equity

Oregon's Increasing Diversity (1992-2023)



Equity Anchor

Education equity is the equitable implementation of policy, practices, procedures, and legislation... This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

Strategic Plan Pillars & Outcomes



ACADEMIC EXCELLENCE

Ensure every student has equitable access to learning opportunities and develop the skills and knowledge they need to thrive in school, career, and life.

Priority outcomes

- Increased student achievement in ELA 
- Increased student achievement in math 
- Increased opportunities for focal student groups
- Increased graduation rates
- Increased postsecondary readiness



BELONGING AND WELLNESS

Build inclusive, safe, and supportive environments where every student and adult feels seen, valued, and ready to learn together.

Priority outcomes

- Increased regular attendance
- Increased feelings of belonging, trust, and emotional well-being among students and adults
- Increased feeling of student safety in schools (and decreased incidents of harm)



SHARED ACCOUNTABILITY

Engage and direct education partners in an integrated and transparent system of data, measures, and supports that drives continuous improvement within ODE and across districts and schools.

Priority outcomes

- Streamlined process for gathering and utilizing information from school districts
- Established continuum of supports
- Improved customer satisfaction and employee satisfaction

Legislative Concepts

1. Administrative Burden

- a. This concept holds several ideas to continue the work of SB 141 and reduce administrative burden for school districts.

Legislative Concepts

1. Technical Fixes

- a. This concept holds several requests for statutory updates for ODE to perform its work effectively.

2. Artificial intelligence & Information Literacy Policies

- a. Requires school districts and public charter schools to adopt local AI-use policies covering district purchasing and staff and student use.

Legislative Concepts

1. Summer Learning Adjustments
 - a. This concept is still under development; identified issues being discussed
2. Civil Rights Adjustments
 - a. This concept holds several ideas related to civil rights in the school context
3. Literacy Coaching Program
 - a. Statewide literacy coaching program to support consistent, high-quality implementation of evidence-based literacy instruction across districts and regions.

Legislative Concepts

1. Volunteer Background Check Fees
 - a. The fee for Oregon Department of Education Volunteer Background Checks is statutorily set at \$5, and may not have been updated since 1995, which is when the statute was created. ODE proposes that the statute be modified to remove ORS 326.607 (3)(a), which lists a \$5 fee, and preserve the current provision of ORS 326.607 (3)(b) which limits the cost of the fee to that established by ORS 181A.195, essentially a limit to the cost of operations to deliver the check.

Policy Option Packages

1. Oregon State Assessment System Costs
2. Perm Position Authority for School Safety & Emergency Management Program
3. Oregon School Capital Improvement Matching Program (OSCIM)
4. 2027-29 Bond request for OSD campus renewal phase 1
5. State School Fund Modernization Limited Duration Staffing
6. Grant System Replacement Project
7. Accountability
8. CAT-SSA Program Enhancement
9. Local Option Equalization Grant carveout

Accountability (SB141)

Current Context

- Oregon is working to strengthen transparency, consistency, and support across the accountability system.
- Multiple reporting systems and measures can make it difficult to connect investments with outcomes.
- Districts need timely information and differentiated supports.

Policy Considerations

- Improving transparency while reducing reporting burden.
- Balancing statewide consistency with local context.
- Using accountability to identify where additional support is needed.
- Ensuring data helps improve student outcomes rather than simply measure compliance.

ODE's Role in Supporting Policy Decisions

Provide technical expertise, implement legislative direction, and support districts in meeting state and federal requirements.

Poverty Weight

Current Context

- Poverty weights recognize that students experiencing poverty often require additional educational supports.
- The methodology influences the distribution of State School Fund resources.

Policy Considerations

- Does the methodology accurately reflect student need?
- How should equity, simplicity, and predictability be balanced?
- What are the distributional impacts of potential changes?

ODE's Role in Supporting Policy Decisions

- Provide fiscal and policy analysis.
- Model impacts of proposed changes.
- Implement legislative decisions.

Grant Distribution Models

Current Context

- Oregon uses both reimbursement and direct allocation models depending on the program.
- Different approaches affect both accountability and access.

Policy Considerations

- Reimbursement provides stronger fiscal controls.
- Direct allocation can improve access for organizations with limited cash flow.
- Hybrid models may better balance accountability and equitable access.

ODE's Role in Supporting Policy Decisions

- Administer grants consistent with statute and federal requirements.
- Recommend administrative improvements where appropriate.
- Ensure appropriate fiscal oversight.

Online Schools

Current Context

- Online schools operate under a different instructional model than traditional schools.
- Funding is currently based on the State School Fund formula.

Policy Considerations

- How should funding reflect differences in service delivery?
- How should student access, educational outcomes, and fiscal equity be balanced?
- What unintended consequences could result from funding changes?

ODE's Role in Supporting Policy Decisions

- Analyze operational and fiscal impacts.
- Support implementation of legislative policy.
- Monitor accountability requirements.

Special Education: Balancing Needs, Equity and Sustainability

Current Context

- Every eligible student is entitled to services based on individual need.
- The complexity and cost of providing special education services continue to increase.
- State funding offsets a portion of district costs, with districts funding the remainder.

Policy Considerations

- Ensuring funding reflects the needs of students requiring the most intensive supports.
- Balancing statewide consistency with the unique needs of local communities.
- Supporting early intervention and inclusive practices that improve long-term student outcomes.
- Maintaining a funding system that is sustainable for both the state and school districts.

ODE's Role in Supporting Policy Decisions

- Provide technical expertise to policymakers.
- Implement legislative direction.
- Support districts in meeting state and federal requirements.

Key Considerations

As Oregon considers future education policy and budget decisions, several principles remain central:

Student Outcomes: Policy and funding decisions should improve educational outcomes for all students.

Equity: Resources should be directed in ways that reduce disparities and expand opportunities for students who have historically experienced the greatest barriers.

Transparency & Accountability: Public investments should be measurable, transparent, and connected to student outcomes.

Fiscal Stewardship: Funding approaches should support responsible use of public resources while remaining sustainable over time.

Implementation: Policy solutions should be practical, support local implementation, and minimize unnecessary administrative burden.

Memorandum

PREPARED FOR: Representative Ruiz
DATE: May 22, 2026
BY: Lisa Gezelter, Legislative Analyst
RE: SB 1555



LPRO
LEGISLATIVE POLICY
AND RESEARCH OFFICE

This memorandum responds to your request for a document answering frequently asked questions about Senate Bill 1555 (2026) (not enacted), which would have modified the process for determining the amount of state funding needed to meet quality public K-12 education goals. You raised the following questions:

1. What led the Joint Public Education Appropriation Committee to introduce SB 1555?
2. What does the Oregon Constitution require? What elements of the state's current cost estimation system are in statute versus the Constitution?
3. What is the benefit of modeling education costs?
4. What would SB 1555-5 have done, and how does that differ from current practice?
5. Would SB 1555-5 have overhauled the state's education funding system?
6. What objections to SB 1555-5 were raised in the Senate Education Committee?

What led the Joint Public Education Appropriation Committee to introduce SB 1555?

In 2024, members of the Quality Education Commission approached then-Senate Education Committee Chair Michael Dembrow with requests to modernize the Quality Education Model (QEM). The QEM is Oregon's current cost model for determining the "sufficient" amount of funds required to provide quality K-12 education.

Dembrow directed the inclusion of a study of the QEM into Senate Bill 1552 (2024).¹ That study, evaluating current practices against best practices of the QEM's methodology, was completed and presented at a joint meeting of the House and Senate Education Committees on February 26, 2025.² The evaluation identifies several weaknesses in the QEM's methodology, including its reliance on too few goals and model schools, its reliance on a single professional judgment panel, and insufficient processes for identifying education resources and estimating costs.

The Joint Public Education Appropriation Committee heard a presentation on the evaluation at its public meeting on October 22, 2025; discussed the provisions of proposed legislation at its public meeting on November 19, 2025; and introduced SB 1555 on January 15, 2026.³ The committee's final report, adopted on November 19,

¹ Senate Bill 1552 (2024): <https://olis.oregonlegislature.gov/liz/2024R1/Measures/Overview/SB1552>.

² Oregon State Legislature, House and Senate Education Committees, Report on Education Finance Required by Section 12 of Senate Bill 1552 (2024) (February 26, 2025): <https://olis.oregonlegislature.gov/liz/mediaplayer/?clientID=4879615486&eventID=2025021090>.

³ Oregon State Legislature, Joint Committee on Public Education Appropriation, American Institutes for Research Evaluation of the Quality Education Model, 2025-2026 Interim (October 22, 2025): <https://olis.oregonlegislature.gov/liz/mediaplayer/?clientID=4879615486&eventID=2025101012>; Oregon State

2025, outlines nine opportunities for improving the QEM.⁴ SB 1555, with its amendments, reflects the co-chairs' attempt to address the identified weaknesses.

In addition, in November 2025, the committee found that the 2024 QEM report incorrectly calculated an insufficiency; in reality, the funding appropriation for the 2025–2027 biennium had reached sufficiency for the first time.⁵ The details of the Legislative Fiscal Office's findings are contained in the "[Presentation of Draft Report](#)" presentation, specifically on slides 22 and 23. A [video of the presentation is available online](#).⁶

What does the Oregon Constitution require? What elements of the state's current system are in statute?

Passage of Ballot Measure 1 in 2000 amended Article VIII, section 8, of the Oregon Constitution to add a requirement that the Legislative Assembly:

*"...appropriate in each biennium a sum of money sufficient to ensure that the state's system of public education meets quality goals established by law, and publish a report that either demonstrates the appropriation is sufficient, or identifies the reasons for the insufficiency, its extent, and its impact on the ability of the state's system of public education to meet those goals."*⁷

To meet this constitutional requirement, the Legislative Assembly enacted ORS 327.497 through 327.506, which establish the Quality Education Commission, task it with determining the amount of money sufficient for the state's public education system to meet quality goals, and outline the contents of a required biennial report.⁸ The Legislative Assembly also enacted ORS 171.857, which establishes the Joint Committee on Public Education Appropriation and tasks it with producing the required report.⁹

Legislature, Joint Committee on Public Education Appropriation, Committee Discussion, 2025-2026 Interim (November 19, 2025):

<https://olis.oregonlegislature.gov/liz/mediaplayer/?clientID=4879615486&eventID=2025111002>; and Oregon State Legislature, Joint Committee on Public Education Appropriation, Work Session on Introduction of Measures, 2026 Legislative Session (January 15, 2026):

<https://olis.oregonlegislature.gov/liz/mediaplayer/?clientID=4879615486&eventID=2026011019>.

⁴ "Report on the Adequacy of Public Education Appropriations," Joint Committee on Public Education Appropriation, adopted November 19, 2025:

<https://olis.oregonlegislature.gov/liz/202511/Downloads/CommitteeMeetingDocument/310959>.

⁵ "Report on the Adequacy of Public Education Appropriations," Joint Committee on Public Education Appropriation.

⁶ Oregon State Legislature, Joint Committee on Public Education Appropriations, Presentation of Draft Report (November 19, 2025): <https://olis.oregonlegislature.gov/liz/202511/Committees/JPEA/2025-11-19-08-30/Agenda>

⁷ Or. Const. art. 8 sect. 8.

⁸ ORS 327.497–327.506:

https://www.oregonlegislature.gov/bills_laws/ors/ors327.html#:~:text=for%20further%20explanation,-.QUALITY%20EDUCATION%20COMMISSION,-327.497%20Legislative%20findings.

⁹ ORS 171.857: https://www.oregonlegislature.gov/bills_laws/ors/ors171.html#:~:text=c.100%20C2%A72%5D-,COMMITTEE%20ON%20PUBLIC%20EDUCATION%20APPROPRIATION,-171.857%20Appointment%3B%20quorum.



What is the benefit of modeling education costs?

An education cost model is a tool that helps states estimate the funding required to provide an adequate education for all students across all contexts within the state. Oregon currently uses a total formula resources calculation that was created nearly 30 years ago. The calculation determines how much funding is needed in the State School Fund to equitably supplement local school funding. The funding is then distributed on a weighted, per-pupil basis. However, a school's student count alone does not determine its costs.

Using professional judgment panels to develop a cost model can help align funding with the educational resources needed to achieve expected outcomes, including teachers, staff, and instructional materials. Cost models also provide insights into how resource needs vary for schools with different contexts.

Cost modeling is a necessary step for understanding school districts' current financial needs and to inform the Legislative Assembly and the public about those needs. Information gleaned from the cost modeling process can inform future decision-making about Oregon's funding allocation and distribution formulas.

What would SB 1555-5 have done, and how does that differ from current practice?

SB 1555-5 would have changed the way Oregon determines the amount of money sufficient for public schools to meet quality goals.

The current process is as follows:

1. The QEM uses the professional judgment panel methodology. The Quality Education Commission—a governor-appointed body that would statutorily include 11 members but currently includes only 7—serves as the sole professional judgment panel. It determines which inputs, such as teachers, staff, and instructional materials, go into the QEM. These inputs are selected every biennium.
2. The Oregon Department of Education (ODE), as tasked in law, takes those inputs to build the QEM.
 - a. Specifically, it calculates the per-pupil costs associated with those inputs in three prototype schools (one elementary, one middle, and one high school).
 - b. It then scales that calculation statewide to produce a total cost estimate designed to meet a single goal: achieving a 90 percent graduation rate.
3. The Quality Education Commission issues the required report on the QEM in even-numbered years.

The cost modeling process envisioned in SB 1555-5 would have differed from current practice in several ways (see table 1).



Table 1. Oregon's Education Cost Model: Current Practice vs. SB 1555-5

	Current Practice (QEM)	SB 1555-5
Educator participation	One professional judgment panel (the Quality Education Commission) of 11 members and no more than 5 currently practicing educators	Multiple professional judgment panels of currently practicing educators representing the diversity of Oregon's education settings
Goals on which the cost model is based	Statutory goals are aspirational but not measurable; the QEM bases its work solely on achieving a 90 percent graduation rate	1. All districts comply with standards set by state and federal governments 2. All positions requiring a license are filled by a fully qualified licensee 3. The state achieves the statewide performance targets set by the State Board of Education under SB 141 (2025)
Party responsible for developing the cost model	Oregon Department of Education	A neutral expert contractor, selected for its expertise and experience in building education cost models
Prototype schools	3 (1 elementary, 1 middle, and 1 high school)	Sufficient prototypes to reflect the diversity of Oregon's education settings and the differences in economies of scale across the state
Public participation and transparency	Quality Education Commission meetings are open to the public, but require advance notice to receive an invitation to join; time usually is not set for public input; agendas and meeting minutes are posted online after the meetings	Requires public hearings prior to the adoption of a cost model
Communication with school districts	Inputs selected for the QEM are not communicated to school districts	Requires inputs selected for the cost model to be communicated to school districts, based on similarly situated prototype schools



	Current Practice (QEM)	SB 1555-5
Stability	New inputs are selected every biennium	New inputs are selected every 6 years; cost estimate updated every biennium
Responsibility for the constitutionally required legislative report	Joint Committee on Public Education Appropriation	Joint Committee on Ways and Means subcommittee on education

Source: Legislative Policy and Research Office.

Would SB 1555-5 have overhauled the state's education funding system?

No, SB 1555-5 would not have changed how the Legislative Assembly appropriates funding for public education, nor would it have changed how that funding is distributed to school districts via the State School Fund. At the same time, cost estimates influence legislative decisions about funding and distribution, so a more accurate cost model may have led to more informed decision-making.

What objections to SB 1555-5 were raised in the Senate Education Committee?

At the public hearing on February 10, 2026, and in written testimony submitted to OLIS, education advocates and members of the public generally agreed that Oregon needs a new way of modeling education costs, but many raised objections to SB 1555-5.¹⁰ Objections raised generally fell into three categories—procedural, policy, and fiscal—and are summarized below:

- Procedural objections:
 - Too large a policy shift during short session
 - Insufficient collaboration with stakeholders in developing the measure
- Policy objections:
 - Insufficient specificity within the measure, particularly regarding the types of educators included on the proposed professional judgment panels
 - The repeal of the Quality Education Commission potentially discrediting the cost modeling process
 - The repeal of the current goal language amounting to abandoning aspirational educational goals

¹⁰ Oregon State Legislature, Senate Education Committee, Committee Discussion, 2026 Legislative Session (February 10, 2026): <https://olis.oregonlegislature.gov/liz/2026R1/Measures/Testimony/SB1555>.



- The perception of abandoning ideas of “quality education” if the cost model is in part based on compliance with state and federal laws
- Too much time between new cost models does not allow for responsiveness to changes in education policy
- Lack of transparency and public access to a contractor-run cost modeling process, as well as the role a contractor would play
- Outsourcing work to a contractor
- Cost modeling in general as an unnecessary exercise

Fiscal objections:

- The new cost model as an unnecessary expenditure

