



Agenda/Notes
Office of Governor Tina Kotek
RJC Education Committee
August 25, 2025 – Zoom
1:00 -3:00 pm

MEMBERS

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

OTHER ATTENDEES

X	Andre Bealer	X	Johnna Timmes	X	Yasmin Solorio
X	Rachael Moser	X	Rep. Sanchez	X	Javier Cervantes
X	Dr. Charlene Williams, ODE	X	Zoe Larmer, ODE		

Topic/Lead	Notes/Main Points	Decisions/Action Items
Brief Welcome	<i>Meeting commences at 1:05pm.</i>	
Conversation with Rep. Sanchez	<p>Rep Sanchez: We had significant revenue shortfall. Down \$535M. All sources were down. We looked at budgets to determine cuts. The Governor put budget in December for forecast. We are required by law to budget for the May forecast, as it came lower we were put into a bind. Everyone across the board had to give up some. Going to do public hearing on transportation budget and package. August 27th forecast is not projected to be good either. Not anticipating good forecast, very worrisome, contending with HR1. We had to make hard choices.</p> <p>Mark: What is the reasoning for consolidation of Student Success Plans (ssp)?</p> <p>Rep Sanchez: How we saw them utilized and implemented. Some were using or not distributing seen as equitable. Also looked at it in perspective of we will always be under fire due to specific communities of color. Been telling our POC crew for years, we have to focus on equity across the board. Some see it as inequitable. Putting it together for them would mean equitable access</p> <p>Angela: Last session a story came about Oregon underweighting poverty. Is that a bipartisan way to shift our system towards equity but based on poverty. Is there a way for systemic transformation?</p> <p>Rep Sanchez: System currency doesn't work for everyone. It is an issue we will need to look at.</p> <p>Kali: The Student Success Plans reduced a lot. Now more than ever it's important. Our vulnerable populations are under attack and money is being taken away.</p> <p>Rep Sanchez: Folks are having to make hard decisions on how they vote.</p>	

Conversation with

Rep. Sanchez

(continued)

Mark: Please prioritize the legislative group to have us on your calendar for further conversation and priorities in mind. We have a lot of asks and would love to have face-to-face time

Rep Sanchez: I can make that happen. We don't have different priorities, we have a budget issue. I could do a lot and not lose my seat. I don't get to make that decision, it's the ones that have to take the hard vote and choose not to.

Kali: How can we build courage and support?

Rep Sanchez: It's a message you might want to put forth. Unions can get upset when they don't get what they want. There is a lot at play. I have to look at this as a broader picture and how it affects everyone. The swing seats are struggling in a way people don't understand. Data and information is hugely important and how you can get that to everyone. Concerned about rural hospitals and medical systems going forward. As much as we can get information out the floor and how we have these decisions.

Kali: We do better economically when there is better equity. It is a cost saving mechanism for children. In 2029 we will be in a grave situation economically. These are facts. I and others have presented data and research for folks. In Eastern Oregon, you have to drive an hour to have a baby. Net impacts and cost are huge. Want to help them pave a path to help them in the future.

Rep Sanchez: If we didn't invest in DOC and systems that do cost us like family welfare system. How we change trajectory. We are one of the most unique states - low graduation rate, have a kicker and no sales tax. Your average Oregonian doesn't understand how little the kicker does for them. The sales tax is seen as a bad thing, but it is not. We could reduce our personal income tax if we have a sales tax.

Johnna: Thank you and want to prime the pump for how we can make those cuts more equal across many line items.

Andre: We don't see same level of scrutiny across the board. Can't ignore that. If you're going to take a magnifying glass to these programs, let's do this everywhere. That's really what we are talking about here. Let's ensure we give that same energy to other programs. Everyone gets to vote and make their decision. It's up to us as well to ensure these programs are important, what data says

Javier: Stories need to be told or mentioned. That has to be part of the conversation. Those qualitative examples vs quantitative. That is also data.

Marie: Logic just doesn't always prevail on choices. Question to the group - the data is there. How do we get more strategic to get it to the right people who will stand up to scrutiny. At the interception of healthcare, HR1 is a beast at healthcare. HR1 kills any chance at anyone becoming a nurse, therapist, etc. We will see changes at graduate level given support available to pay for schooling. I've seen a lot of data, you've convinced me. That's where we are at. How do we work at that frame of mind vs data pulling. Don't think that's what we need. How do we put the right folks in these offices that have an outlook on life. Hard to do in Oregon.

Identify New Priorities

Andre: Heard the trades come up. People are not afraid to hear from communities impacted on these impacts, because they don't hear from us. For example, they hear often from unions.

Kali: SEIU or OEA are biggest contributors. PIBOC caucus was quiet this session. We have more reps that are POC than ever in the legislature. The BIPOC should meet with this council, and they are advocates and spokespeople for us.

Andre: We did outreach to the BIPOC Caucus, and we didn't hear back till later. How can we help lead that conversation

Angela: It takes courage and some BIPOC legislators also wanted to see concrete outcomes. We had a preliminary conversation; we might not have enough data. Maybe they didn't see outcomes to students.

Dr. Williams: We need to educate them on the fact that African American Student Success Plan isn't the key to closing gaps for African American Students in Oregon – there is a disconnect. These are *templates* the rest can learn from on how to tackle these issues. I think there's muscle we can put there. Helping people understand that it's not to fix the gap but how to be successful.

Kali: What are things that we're holding accountable? School system hasn't helped a lot of students, but that doesn't mean we should take away schools because they aren't helping everyone. I want to make sure we aren't disciplining a group because they aren't addressing those gaps. We need to continue educating.

Aryn: Less educating legislators and more educating the population. No one knows when SSP gets cut, it has a trickle effect and things like REAP gets cut too. You should direct anger to legislators who cut those, vs the organization that is dealing with the cuts.

Jennifer Simonson: Day of Action - was surprised by education piece and how it affects students and families. They are asking how community-based organizations are going to help them, but they aren't seeing how it's being affected.

Sonya: This change is setting up divisions to have people pit against each other for money in the same pot. The importance of our own entities, tribes, and carrying a united voice to our legislators.

Johnna: Can you say more on your thoughts with how priority areas are funded?

Jaclyn: Another example is maybe S3-13 and social study standards. Tribal history would still be taught. Instead of it existing as something separate, we're never going to produce those outcomes, maybe indirectly. How do we take goals and objectives and put them somewhere where other programs already have accountability built in. Like early literacy framework. Let's rebuild those with accountability in mind.

Kali: Challenge with that is the resources via school system. The literacy dollars that were cut, were supposed to go to community. Hard cut between school and associate providers. Systems always feel like you are taking resources. Communities trust community-based orgs.

Javier: Time to look at thematic focus areas for us as a committee to articulate to the rest of the RJC during legislative days.

Identify New Priorities
(continued)

Cynthia: I want to address workforce diversity. I think we need to prioritize that as we emphasize the importance of those student success plans and outcomes with similar lived experiences and those that look like them. People that can bring in their culture and students can see themselves in our schools.

Jaclyn: Anything the SSP would have done should be what we advocate for.

Jacklyn: Things are being de-vested. Good way to frame our advocacy work so we don't let go of things in progress.

Aryn: The dollars that were cut would have gone to expanded learning opportunities. Students aren't just learning in schools. Oregon really isn't in school that often. We know a significant amount of the achievement gap begins to persist is actually related to high quality education outside of the learning environment. We know they care about the school day but they don't care about the other parts of a child's day and its part of a child's life.

Javier: Shifting how we view and do things. Budget reframing. Ensuring all communities get microscope. Reframing is a theme

Kali: Agree on the reframe. We've had this conversation for years already. How much do we focus on with out of school vs accountability. When we move to out of school, we don't focus on what is happening in-school. There is a lot of issues within schools that are taking away and leading to outcomes we have. I haven't seen equity held up across data. We can go in two directions. Governor serves as an overall. How do we ensure that system serves them better. Theres a lot of simple things that there isn't accountability for. Goes beyond learning and there's science and research to tell us that too. Have to find where we are best served. Collective data and one collective voice are important.

Mark: Different districts have different protocols, a parent who advocates in one district can get a different response in another. One side can be general council vs superintendent vs councilor.

Kali: Some kids, who's families can afford it will pull out. We see an attack on public education. Rural communities have little options. Homeschooling is also increasing. Belonging is so important and helping kids learn

Angela: Is there things happening in the Capitol that we could be supportive or excited about?

Dr. Williams: Summer learning was one of the Governor's focus. It is twofold, helps place support and value add that CBOs bring. Accountability bill - there's a whole pillar designed on data, discipline and technical support. Curious if it's summer learning, safety and belonging, you can go after the financial piece.

Aryn: Any of the things we are talking about could be after school. Mental health can also be added. One provider to every two students vs one to 500. Adding a requirement that we shift civil right contacts - shifting the reporting line and addressing how you change it is significant. For example, adding restorative justice and adding that belonging piece. Would also help with getting more POC in the school system.

Angela: Focusing on summer and extended learning – we're focusing on safeguarding present programs and making changes to existing programs. Also, poverty and school formula. Shifting

Identify New Priorities
(continued)

present money to another area.

Johnna: Equitable decision making around those types of cuts. Still come back to CT and STEM didn't get cut.

Dr. Williams: Equality vs equitable wording is important

Javier: Reframing education in data and finding more people. These are where we landed thus far:

Priorities: Workforce diversity and student success plans - Safety and sense of belonging - student experience and schools, mental health push, restorative justice for deliverer and reduction of harm.

Summer learning: Expanding opportunities - earning outside of schools in addition to pathway to literacy, outside of the school day. Maintenance of effort.

Kali: This feels like the session to educate and raise data. Inequities cost us - maybe we can bring numbers to that cost.

Aryn: Would still like to us to pick 3-5 things for the committee to focus on. And things they want to do in the long session for later.

Kali: The focus is on education, not dollars.

Andre: You're both right, focus on short session vs long session. Who else should be a part of this and coalition building. And what does that look like and how do we start to attack that.

Dr. Williams: If we are advocating - I'm going to Rep Wright. What am I telling him about these cuts? Are we saying we've reduced rental assistance, etc.

Angela: Tough to do that when we have 15 minutes to meet.

Andre: Remember, September legislative days isn't the only opportunity to engage with legislators.

Angela: Maybe the 15-minutes is the relationship building and how we can engage for partnership going forward. Not saying we go in and don't have an agenda. And if there is anything people are working on to help.

Kali: Governor calls a meeting to talk about the kids future in our state and RJC leads conversation on inequities in reaching the goals. Who's in the power of bringing folks together. The Gov Office can be important. There hasn't been vision around our state. Last clear vision we had was when we had 40/40/20. Haven't seen vision like that in a while. We need vision and leadership. We need to be a voice. Not just those with privilege.

Johnna: Not just outputs, but what are the actual tangible impacts and outcomes of decisions. When we cut SSP back by 55%, what are the direct service things that kids don't get because of those decisions. Wondering if that's part of the education.

Mark: I met with Senate President Wagner last week and talked on the cuts. He wasn't aware on partnerships from the ground levels.

Kali: That's what the 15 minutes are for. It's for kids and adults too. A lot of people lost their jobs, now them and their kids need services. It's a ballooning effect and people don't think of the sector. It's the industry they created. It is showing and it hurts.

Angela: Education piece is really important. I know it's bad. If we have something to ask them that they can have a say. Ex: 'Will you

Identify New Priorities
(continued)

make time for us?’ Just trying to think how do we leave that meeting where the person are like I just learned on all the things I made worse.

Andre: You have ODE and that’s where the data comes in handy.

Kali: Maybe we need to take time collecting those success stories. To show things we can scale.

Marie: We have to spell out the ‘why’. It’s obvious for us here. But we have to connect the dots and explain the ‘why’. We can’t leave it to them to connect all of it. It’s competition. Why spend my money here vs healthcare, for example.

Johnna: I do think what Kali said originally about vision is super important. Will need to think on that from how to present that back. 40/40/20 sunsets this year.

40/40/20: In 2012 Gov Kitzhaber had a vision of 40% of our students graduation high school, 40% having college degree, and 20% having career technical certification. That sunsets this year, it was by end of 2025. That is another conversation we need to have in the Governor’s Office.

Andre: Would add we basically just heard that accountability is powerful in terms of messaging strategy. This group can hold other programs accountable. Dr. Williams, in terms of coalition building, can there be a place for district equity committees in this?

Dr. Williams: Absolutely.

Mark: What can we leverage within the system as well?

Dr. Williams: Can tap into COSA equity committee/team. If you give them clear direction, they may help.

Cynthia: I am one of the founders of COSA Equity.

Johnna: Their charge is to have a legislatively approved budget. They make those decisions based on policy but they don’t always ask for policy recommendations.

Mark: Is there any conversation or with this body talking to legislative fiscal staff, or unions? I want to close those gaps we can leverage in terms of education.

Andre: Will go back to where do you want to spend our energy. Cost benefit analysis. If there’s existing relationships, we can leverage would be more fruitful.

Johnna: On legislative staff, they do have quite a bit of influence. One of my reflections is I’m trying to build relationships with staff folks. We got no notice things were happening. We found out as others did on what the cuts or budget would look like. Didn’t have a chance to weigh in on policy implication. If you have those relationships in place, we need to talk about how to leverage those better. LFO shared with me how they came to their criteria on what we’re going to be places they could cut. They categorized grant and aid buckets. Thinking from standpoint on what were core programs, core programs that have staffing and direct services to kids. What were those programs that are aligned with those high priority things round accountability and literacy. Third bucket was what they categorized as things while important, didn’t meet other two thresholds. They had a process. They haven’t talked about it and the question becomes how to influence those and using different criteria when making those decisions.

Identify New Priorities (continued)	<p>Kali: That’s part of the education piece. We talked about CBOs benign extra or not core services. That has to be part of the education. Some people believe and understand value of CBO. Coalition has to be broader and include city or county commissioners, educators who have benefited from partnerships on why these are core services.</p> <p>Angela: That was very helpful. Our meetings with legislators are for RJC as a whole. Is our collective vision hold the line and the reason why. The cuts are hitting disproportionately.</p> <p>Andre: Thats the conversation we are building toward September meetings.</p> <p><i>Meeting adjourned at 2:58pm</i></p>	
---	---	--

Meeting Materials	None
--------------------------	------

Zoom Chat

13:14:38 From Cynthia Richardson to Hosts and panelists:

Can the volume be increased?

13:17:46 From Yasmin Solorio (She/her), Gov Office to Hosts and panelists:

Please let me know if it sounds better - Yasmin

13:19:35 From Cynthia Richardson to Hosts and panelists:

Yes it does, thank you

13:20:06 From Jaclyn Caires Hurley to Hosts and panelists:

I think the other question we had was to wonder about the role of the RJC as an advisory committee in these decisions.

13:51:42 From Dr. Jennifer Wilson (she/her) Oregon Tech to Hosts and panelists:

My question is how do we educate the public on these issues better? We talked about the need for legislators to be educated but we also acknowledged that the public is subjected to bad or misinformation surrounding these issues everyday.

13:52:11 From Jaclyn Caires Hurley to Hosts and panelists:

SSA is about improving processes. These processes are basic rights to which all students are entitled under EEOA. These students don’t owe us better outcomes just so that they can receive equal opportunity. The way we determine outcomes are biased anyway.How do we embed the work of the SSA into the programs that were funded? Example: Emphasize Latinx success grant by creating linguistically appropriate early literacy programs.

14:03:27 From Jaclyn Caires Hurley to Hosts and panelists:

....anything the SSA would have done, should be what we advocate for.

14:46:04 From Dr. Jennifer Wilson (she/her) Oregon Tech to Hosts and panelists:

I have a meeting with my University President. I have to go. I always appreciate the wonderful and educational discussions that happen in these meetings. Have a good day.