Agenda/Notes
Office of Governor Tina Kotek
RJC Education Committee
September 14, 2026 – Zoom
4:00 – 5:00 pm

MEMBERS

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

OTHER ATTENDEES

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

Topic/Lead	Notes/Main Points	Decisions/Action Items
Priorities discussion	*Meeting starts at 4:04 p.m. Javier shares answers for committee responses to homework, document "Education Committee Priorities: Combined Responses".* **Andre:** We have a work session next month where co-chairs meet with the main Racial Justice Council (RJC) to see where RJC wants to provide guidance on priorities across the board. Just about where the committee wants to focus its time over the next few months. **Cynthia:** Would like to ask how these priorities line up with some legislators and what they are working on. Think it would be worth our advantage collaborate on work they are already doing. **Johnna:** Rep. Hudson has a workgroup currently going on poverty levels and what that calculation or new data for that might be. He is also looking at the Special Education (SPED) cap and high-cost disability as it relates to distribution overall. Do know that Rep. Dobson has been pulling together folks to talk about instructional time. Don't know if that workgroup has been talking about funding or targeted funds for increased instructional time. Do know she is interested in a bill to align instructional time for Oregon the way that Washington does it. Rep. Hudson has talked about the opt-out, unsure if he has a workgroup going through. **Sandra:** Have we gotten clarity on if poverty weight can be an administrative change or if it has to be through the legislature? **Johnna:** Calculation currently is a policy choice and was made to use one type of data in order to do that. Could Oregon Dept. of	

Education (ODE) change that administratively? Absolutely. However, the reason why I think it's important to bring on legislators is because if they make a change administratively, the only way they can do that tees up the conversation of winners and losers, and they don't have control over how the State School Fund is used to fund that calculation. What we know is if it's just direct certification, certain districts are going to move and it changes, but that means others could potentially lose their dollars. That's why it's been confined as administrative vs. legislative.

Sandra: Of the priorities we have listed, poverty without reform and SPED cap increase both have a similar conversation if it can be done administratively or through the legislature. One of my primary concerns is if we're anticipating that it's going to be a lot for the legislature, because it will require changes to formulas and definitions. Curious if we want to define both the same way. If we are going to do it through the legislature, will we do it for both poverty reform and SPED cap increase, or will we have different approaches?

Javier: That's part of the conversations we want to take on moving forward.

Johnna: Had a conversation this morning with Coalition of Oregon School Administrators (COSA). You had online school reform; that is something COSA is very interested in continuing a conversation about. It's one of their top concerns and some of the financial impacts that online schools have. It's bubbling up to be something school districts are very concerned about.

Jennifer Wilson: If COSA is interested in that, is that something we could think about when we present our priorities as a committee?

Javier: That would be a similar approach.

Andre: As an advisory body to the governor, you want to make sure that anything that comes from conversations with other organizations also aligns with the governor's point of view and her expectations as well. Would need more conversations, but definitely a possibility.

Marie: Add opt-out to the top list of priorities. How do people feel on opt-out testing?

George: On behalf of COSA, can go into great detail on how online and brick-and-mortar are different, yet funding is the same. You have platforms that are synchronous and asynchronous, platforms that give parents money and others that don't, and some platforms that are so different. Understanding how systems are working is a good starting point and a true cost comparison – they don't have cooks, janitors, bus drivers, etc. Some give a family $3.5K so they can buy the curriculum, and some provide curriculum for the family. A lot of work to be done.

Bigger piece is it makes schools competitive with each other, and it should be run by the state or Education Service Districts (ESD). Juvenile justice schools are run by the state. Online schools here are run by online private companies. Student is getting support with the goal of them graduating or being well served. There's a lot of work to be done because it hasn't been consistently done in our state and created different variations. Graduation rates are bad in online schools.

Sandra: Opt-out testing – clarifying question. Are we proposing you can't opt out, or that they can demonstrate proficiency in a different way? Where is the committee standing?

Cynthia: If all of our students aren't being tested and they're graduating, our kids get to that next level and don't have skills to be successful. Think we need to assess them to ensure they're prepared for that next level.

George: If we do accountability and people opt out, I tell people you have to take Oregon's English Language Proficiency Assessment for the 21st Century (ELPA21) to be removed from English Language Learner services of the state. You have to take a GED to move onto a different degree. We require a lot of assessments, and now with HB 141, it's a "crumbler" in terms of picking and choosing what students want to do. Do think we need to take out biases when forming it. Many students were still able to graduate when we had that and work samples.

Aryn: One of the issues I heard about it is it also creates inconsistency and inaccuracy in what kids know. Some districts where all are opting out, and others where everyone is opted in. Doesn't allow us to understand how people are doing on this assessment. I think it needs to be more standardized.

Hope we are actively proposing alternatives to just the state test, so we have all kinds of classes, like Advanced Placement (AP) courses, career and technical education tracks, etc. Would hope we have thoughts in addition to this goal of a standardized test, but hope we have other options.

There are other paths we can use that plan into some of these and can further participation and completion.

Javier: Would we like to keep these four or amend?

Mark: Just clarifying question, wasn't clear on the outcome of these four categories.

Javier: Setting ground moving forward for next session and 2027.

Marie motions committee to vote for priorities. George Seconds motion. No questions or further discussion from committee members. Members present and voting to approve committee

	priorities are: *Marie Chisholm-Burns, Lyn Tan, George Mendoza, Jennifer Wilson, Dr. Jimmy Howard, Sandra Yokley, Jennifer Simonson, Aryn Frazier, Mark Jackson, and Nelly Patino Cabrera.* *Meeting concludes at 4:41pm.*	

Meeting Materials	Education Committee Priority C Education Committee Priorities

Zoom Chat

2026-09-14 16:05:48 From Johnna Timmes to Hosts and panelists:
Good afternoon, All- I'm just here in case I can provide answers to any questions. I'll stay off screen, but please feel free to ask if I can support.

2026-09-14 16:09:05 From Javier Cervantes, Gov. Office (El, He, Him, His) to Hosts and panelists:
The three buckets were:
Funding
Accountability

2026-09-14 16:14:16 From Johnna Timmes to Hosts and panelists:
Rep Huson work groups on - Poverty, SpEd Cap & High Cost Disability and Opt Out

2026-09-14 16:14:32 From Johnna Timmes to Hosts and panelists:
Rep Dobson- Instructional Time

2026-09-14 16:25:20 From jennifer.wilson to Hosts and panelists:
They don't have expensive CTE programs.

2026-09-14 16:28:52 From Andre Bealer (he/him) Gov. Office to Hosts and panelists:
If I recall correctly, the stance was to move toward not allowing opt out moving forward.

2026-09-14 16:29:30 From Cynthia Richardson to Hosts and panelists:
Sorry, I have to leave.

2026-09-14 16:34:56 From Johnna Timmes, Gov Office to Hosts and panelists:
Thank you for letting me sit in!

2026-09-14 16:35:01 From Lizette Aguero (She/her/ella) to Hosts and panelists:
Yes we are comfortable with moving forward.

2026-09-14 16:37:05 From Jimmy Howard | DOS to Hosts and panelists:
I have to leave shortly, I'm ready to move forward to vote

2026-09-14 16:39:10 From JSimonson to Hosts and panelists:
Yes

Education Committee Priorities: Combined Responses

The following are the responses I received for the priorities of the EC. Note, not all those that returned the template filled out each priority area (if they left the priority blank, they were assigned a 4 as a low priority).

Rank Order Priorities:

1. Poverty Weight Reform (Funding) 6
2. Special Education (SpEd) and High-Cost Disability Education (Funding) 9
3. Opt-Out Testing (Accountability) 8
4. Learn more about how reading and literacy for K-5 are assessed (Assessment) 6

Priorities	**Comments: Goal (Specific, Measurable, Achievable, Relevant, Time-Based)**	**Rank Order**
*Poverty Weight Reform	No Comment No Comment No Comment No Comment No Comment	1 1 2 1 1 6
*Special Education (SpEd) and High-Cost Disability Education	No Comment No Comment No Comment No Comment No Comment	- 2 2 3 2 9
Online School Reform	No Comment No Comment No Comment No Comment No Comment	- 3 2 2 3 10
Targeted investments for increased school days	No Comment No Comment No Comment No Comment No Comment	- 4 2 4 4 14
*Opt-Out of State Testing	No Comment No Comment No Comment I like the option to provide work samples as an alternative although what this entails will need further discussion/exploration. Since there is only 1 bullet point here, I won't place a rank as there is nothing to compare/rank against.	2 1 3 - 2 8
Learn more about how reading and literacy for K-5 are assessed.	No Comment No Comment No Comment 1 = Invite Easter Oregon University Professor, Rae Ette Newman 2 = Invite TSPC	3 1 1 -

	No Comment	1 6

Committee Priority Overview Template:

The following template is for your committee's report to the RJC September 17. You can utilize it to assist you with talking points to help stay on task. *When presenting, please be brief in your description of your committee's priorities and save time to have an opportunity to share, discuss, and engage with members of the RJC*.

Committee: Education	**Meaning and Description of the Priority/Why is this priority important to the committee? (please be brief; no more than three sentences):**
Priority: Poverty Weight Reform (Funding)	•
Priority: Special Education (SpEd) and High-Cost Disability Education (Funding)	•
Priority: Opt-Out Testing (Accountability)	•
Priority: Learn more about how reading and literacy for K-5 are assessed (Assessment)	•