



# THE OREGON STATE BOARD OF EDUCATION

Provide leadership and vision for Oregon’s Public Schools and districts by enacting equitable policies and promoting educational practices that lead directly to the educational and life success of students.

**AGENDA**  
**Annual Retreat (Day 2)**  
**University of Oregon NE Portland Campus**  
**2800 NE Liberty St**  
**Portland, OR 97211**  
**Friday, August 15, 2025**

State Board of Education meetings comply with open meeting laws and accessibility requirements. Requests for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be given to [Corey Rosenberg](#) at 503-947-5740, at least 48 hours before the meeting. You can access all board materials on our [Boardbook](#) page. Staff respectfully request that you submit email copies of written materials before or after your testimony.

**Please note: all times are approximate.**

- 1. **Call to Order**  
Time: 8:30 AM
- 2. **Overview of the State Board of Education** **2**  
Time: 9:00 AM
- 3. **ODE Updates and Ongoing Bodies of Work** **32**  
Time: 10:00 AM
- 4. **Break for Lunch**  
Time: 12:00 PM
- 5. **ODE Updates and Ongoing Bodies of Work (continued)**  
Time: 1:00 PM
- 6. **Closing Remarks**  
Time: 2:00 PM
- 7. **Adjourn**  
Time: 2:30 PM



# The State Board of Education

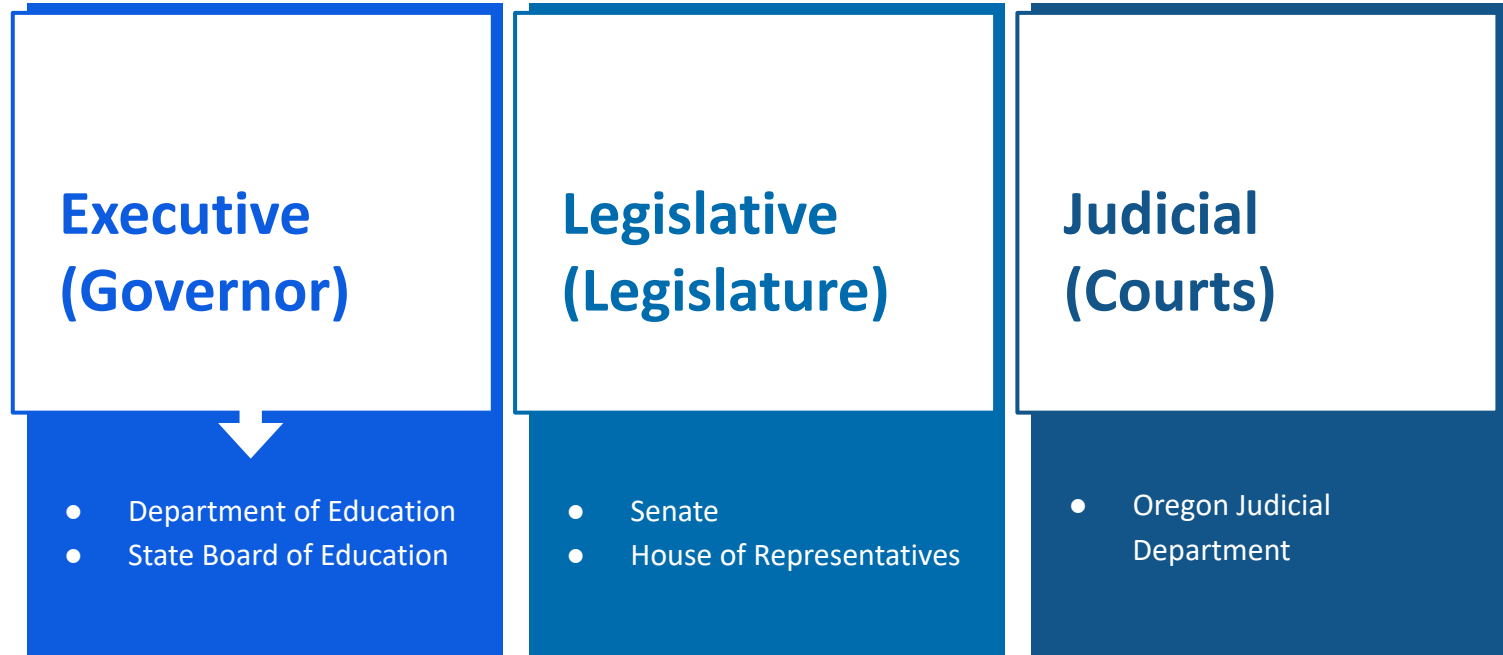
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Corey Rosenberg (He/Him)  
State Board of Education Administrator

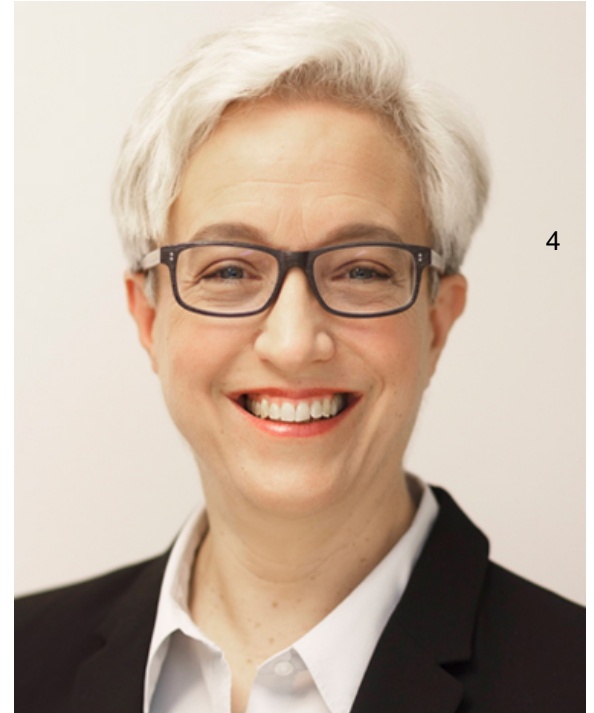
Zoe Larmer (She/Her)  
Government Relations and External Affairs Director

# The Branches of Government



# Dual roles of the Governor

Governor Tina Kotek serves as Oregon's chief executive and appoints the members of the Board. She also serves as Superintendent of Public Instruction and appoints a Deputy (ODE's Director). Both Board and Department operate under her leadership.



# Deputy Superintendent of Public Instruction

Dr. Charlene Williams serves as both Deputy Superintendent of Public Instruction and Director of the Oregon Department of Education. Her Education Priorities are:

- Academic Excellence
- Belonging and Wellness
- Reimagining Accountability



# The Oregon Department of Education

Almost 600 employees in 9 offices work together to support the Director's vision and Oregon's districts.

- Office of the Director
- Office of Education Innovation and Improvement
- Office of Enhancing Student Opportunities
- Office of Equity, Diversity, and Inclusion
- Office of Finance and Information Technology
- Office of Indian Education
- Office of Relations, Management, and Support
- Office of Research, Assessment, Data, Accountability, and Reporting
- Office of Teaching, Learning, and Assessment

# The State Board of Education Members

**JENNIFER SCURLOCK**

*Term: 7/1/23-6/30/27*



**SHIMIKO MONTGOMERY**

*Term: 9/28/22-6/30/26*



**CYNTHIA RICHARDSON**

*Term: 10/5/23-5/30/27*



**BRIDGETT WHEELER**

*Term: 7/1/24-6/30/28*



**MONA KHALIL**

*Term: 10/1/24-6/30/28*



**LIBRA FORDE**

*Term: 10/5/23-6/30/28*



**VICKY LÓPEZ SÁNCHEZ**

*Term: 10/5/23-6/30/27*



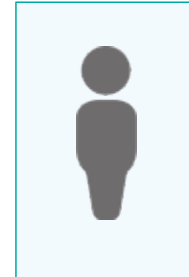
**SARAH WOFFORD**

*Term: 7/1/24-6/30/28*



**JULIE BETTLES**

*Term: 10/1/24-6/30/26*



# Leadership (2025-2026)



**Chair Jennifer Scurlock**

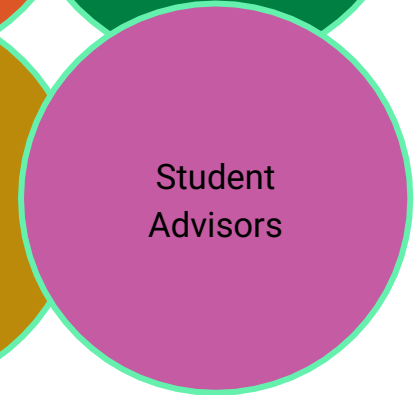
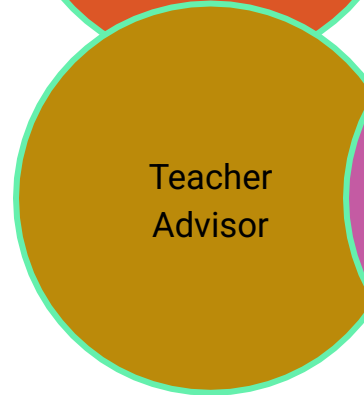
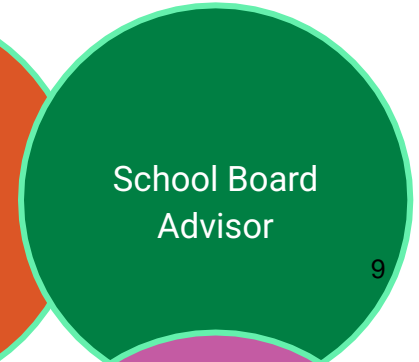
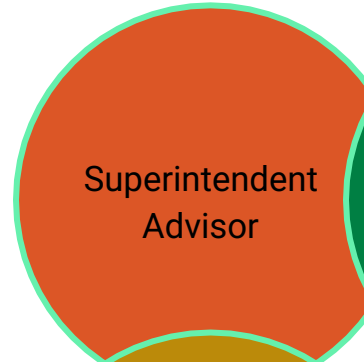
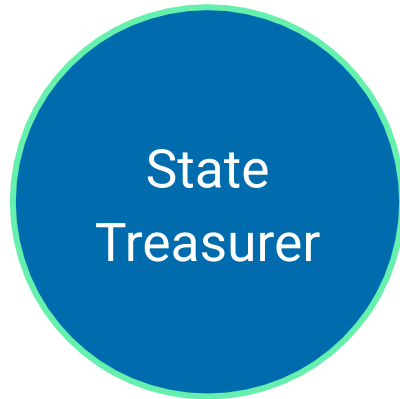


**Vice-Chair Montgomery**



**2nd Vice-Chair Richardson**

# Ex-Officio Members and Advisors



# Core Responsibilities of the Board

- With legislative approval, adopt education rules for the general governance of K-12 Education.
- Oversee 4 state-sponsored charter schools and consider certain charter school-related waiver requests.
- Consider Division 22 waiver requests.
- Consider certain transportation-related requests.
- Adopt state standards for K-12 Education.
- Adopt instructional material adoption lists.



# Pause for Questions

Up next: Legislative Branch and Bill Implementation

11

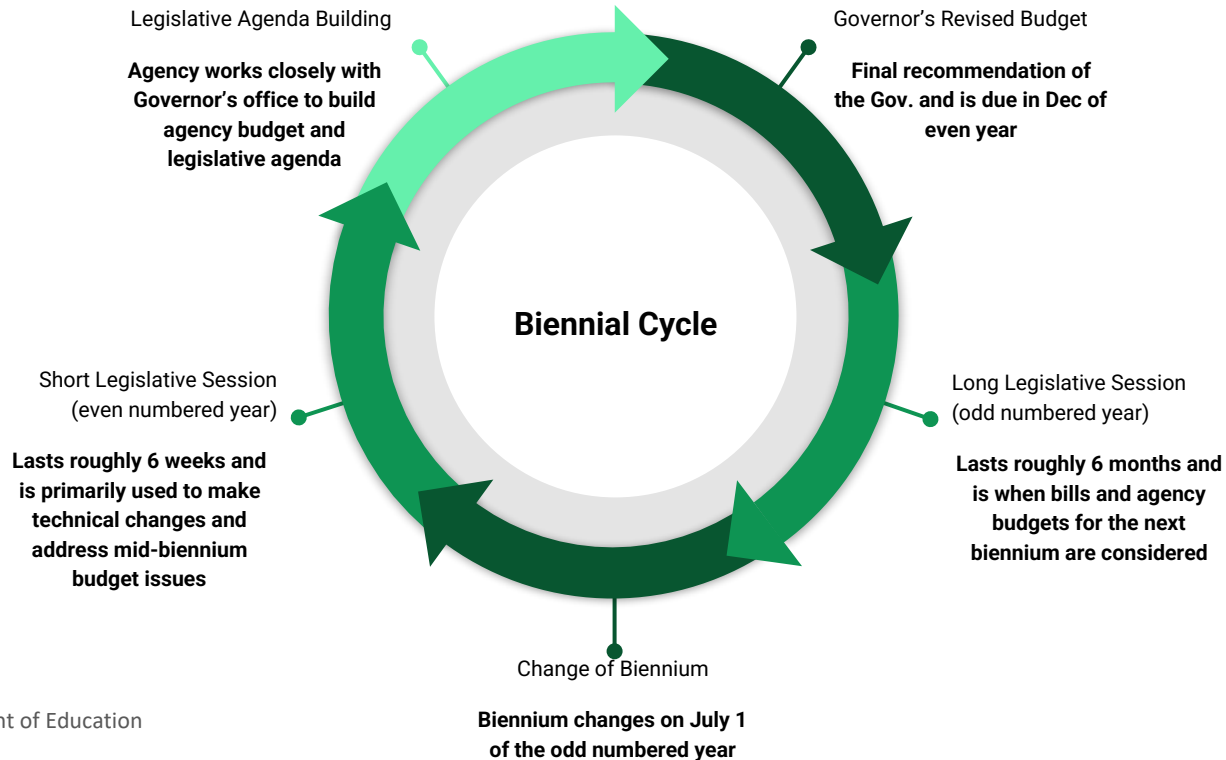
# The Biennial Calendar

State budgeting and legislative policy making operates on a biennial cycle that deeply impacts rulemaking, funding and the operations of the Department.

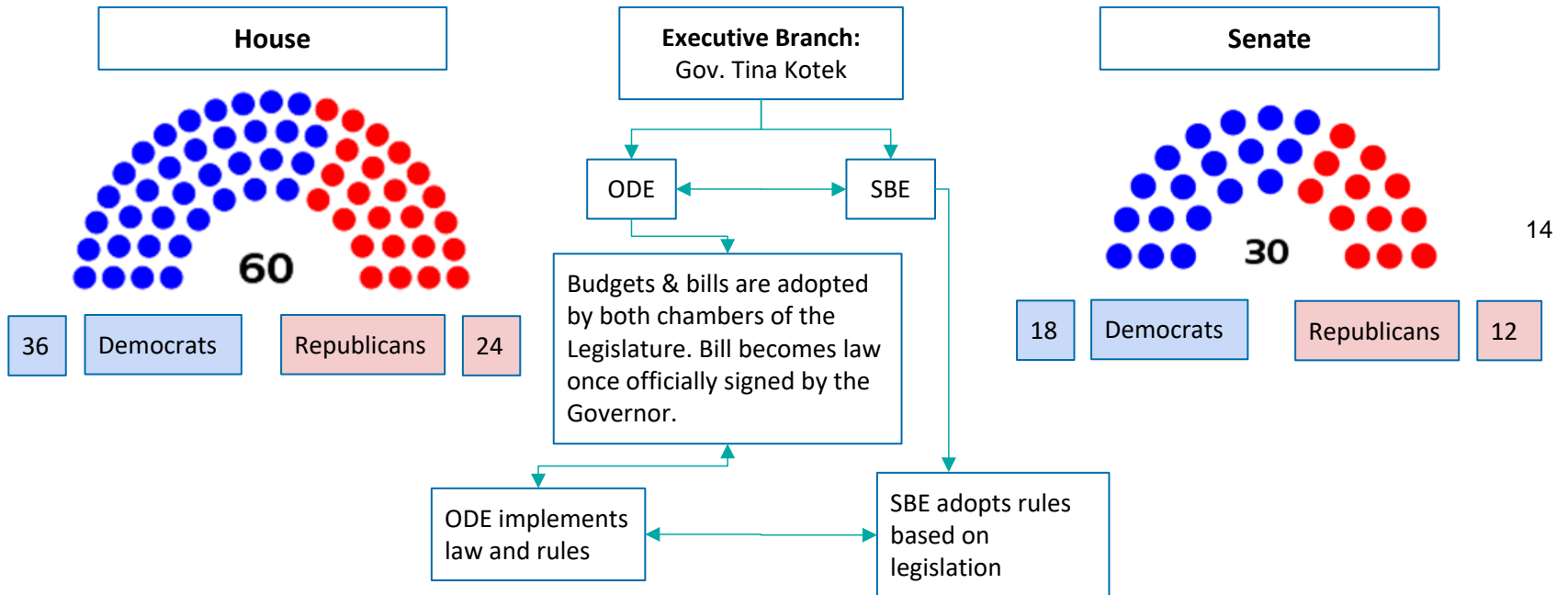
12

Current Biennium: July 1, 2025 - June 30, 2027

# The Biennial Cycle



# Legislative Structure & Education Policy Governance



**BILL**  
INTRODUCED

REFERRED TO  
APPROPRIATE  
COMMITTEE

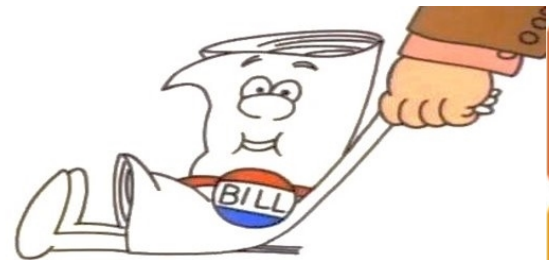
SUBCOMMITTEE  
REVIEW AND  
MARK UP

COMMITTEE  
REVIEW, MARK UP  
AND VOTE ON BILL

CHAMBER  
DEBATES AND  
VOTES ON BILL

# HOW A BILL BECOMES A LAW

In the Congress there are two chambers, the House of Representatives and the Senate. The two chambers use the same process for passing legislation, although there are differences in rules and jurisdiction. During the 111th Congress (2009 - 2010), 10,237 bills were introduced and 366 were enacted.



BILL BECOMES  
**LAW**

GOVERNOR  
SIGNATURE

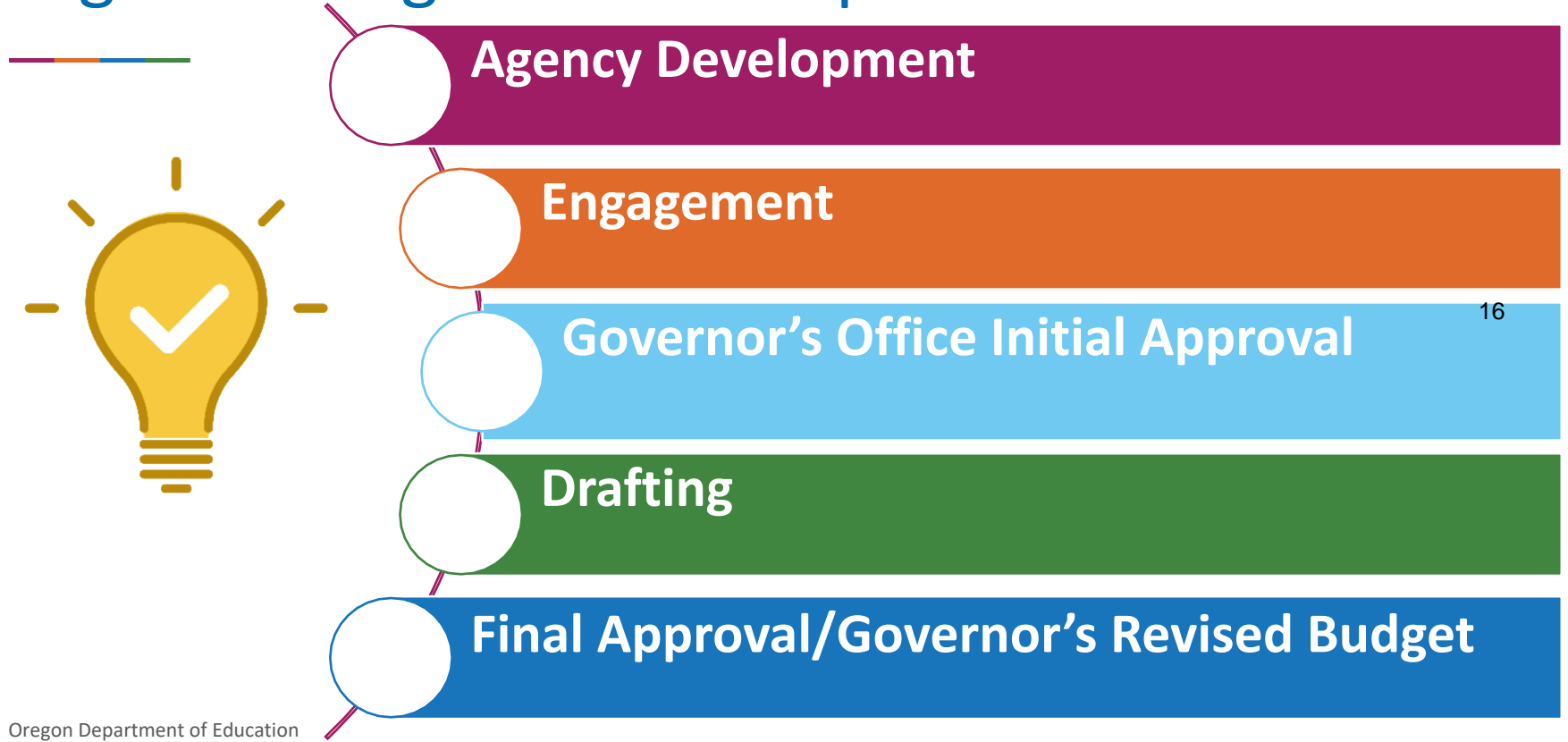
! DENOTES WHERE A BILL CAN FAIL

OTHER CHAMBER  
CONSIDERS BILL

CONFERENCE  
COMMITTEE

BOTH CHAMBERS  
VOTE ON FINAL  
BILL

# Legislative Agenda Development Process



# Summary of ODE Implementation Process

Regular Legislative Session / Short Session

Implementation: Rules Process & Engagement

State Board of Education

Long & Short Session - Six months or weeks where the agency responds to legislative requests, analyzes bills, and provides education policy guidance.

Once Session Ends, the agency pivots to implementation of laws.

Staff present rules to SBE and begin implementing rules/laws upon approval.

17

2025 Long Session  
2026 Short Session

2025-2026

# Implementation and Rulemaking

## Implementation Checklist

ODE Government Relations team recommends assignment of bills by office for ODE leadership to approve.

Once approved, staff make plans to implement laws.

## Engagement

Based on plan, staff determine what engagement needs to happen - community partners, technical advisory groups, communication, etc.

## Rulemaking

Staff work with the Rules Coordinator to map and plan out rules needed for implementation.

## Ongoing Rules Community Advisory

Staff work with the Rules Coordinator to present to the Ongoing Rules Community Advisory (ORCA).

## State Board of Education

Staff work with the State Board of Education Administrator to present rules to the State Board of Education. 18

# Implementation Checklist Questions

1	Forms / Manual / Website Changes?	<ul style="list-style-type: none"><li>• Consult with Communications Team</li></ul>	6	Tribal Consultation?	<ul style="list-style-type: none"><li>• Use <a href="#">Tribal Consultation Toolkit</a> or consult with Indian Education Office</li></ul>
2	Rules?	<ul style="list-style-type: none"><li>• Consult with Rules Coordinator</li><li>• Consults with State Board Administrator</li></ul>	7	Policy Guidance?	<ul style="list-style-type: none"><li>• Consult with Director</li><li>• Consult with Government and Legal Affairs Team</li></ul>
3	Communication Plan?	<ul style="list-style-type: none"><li>• Consult with Communications Team</li></ul>	8	Report?	<ul style="list-style-type: none"><li>• Consult with Government Relations Director</li><li>• Consult with Communications Team</li></ul>
4	Finance & Contracts?	<ul style="list-style-type: none"><li>• Consult Budget Analyst</li><li>• Consult Grant Specialist and Grant Consolidation Team</li><li>• Consult Procurement</li></ul>	9	Data Collection?	<ul style="list-style-type: none"><li>• Consult with Research</li><li>• Consult with Information Technology</li></ul>
5	New Positions?	<ul style="list-style-type: none"><li>• Consult Human Resources</li></ul>			

19

# Governor and ODE Priorities from 2025 Session

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- [SB 141 – Accountability](#): Builds a more transparent, responsive education accountability system that spans every level—ODE, the Legislature, ESDs, school districts, education partners, Tribes, and local communities—focused on improving outcomes for all students.
- [HB 2007 – Summer Learning](#): Establishes stable, ongoing funding for summer programs, especially for students not yet meeting grade-level standards in English Language Arts.
- [HB 3040 – Early Literacy](#): Expands literacy professional development funding to include instructional assistants and extends support to 4th and 5th grades, enabling districts to better align their resources with the practical needs of curriculum implementation.
- [HB 2140 – School Funding \(Current Service Level\)](#): Brings more fiscal certainty to districts by refining the State School Fund calculation process. 20
- [HB 2508 – Student Information System](#): Directs the Department of Education to develop a standardized method to electronically create and access student data from multiple platforms; directs ODE to establish a technical advisory committee to assist in the development.
- [HB 3037 – Grant Alignment](#): Streamlines grant reporting for small school districts; updates eligibility and aligns funding formulas for certain Student Success Act grants.
- [HB 3038 – Adjustments for Education Services](#): Makes minor statutory updates related to STEM, recovery schools, Oregon School for the Deaf, and emergency plans for schools to ensure clarity and improve on educational services provided throughout Oregon.
- [HB 3041 – Educator Advancement Council](#): Removes administrative barriers so the EAC can function more efficiently and transparently.
- [SB 867 – Complaints & Investigations](#): Makes many changes and clarifications to ODE’s complaints and investigations processes to enhance protections and services for students experiencing discrimination or misconduct.
- [SB 868 – Regional Inclusive Services](#): Directs ODE to deliver a detailed report to help the Legislature determine adequate service levels for Regional Inclusive Services, which provides critical services to students who experience low-incidence disabilities.

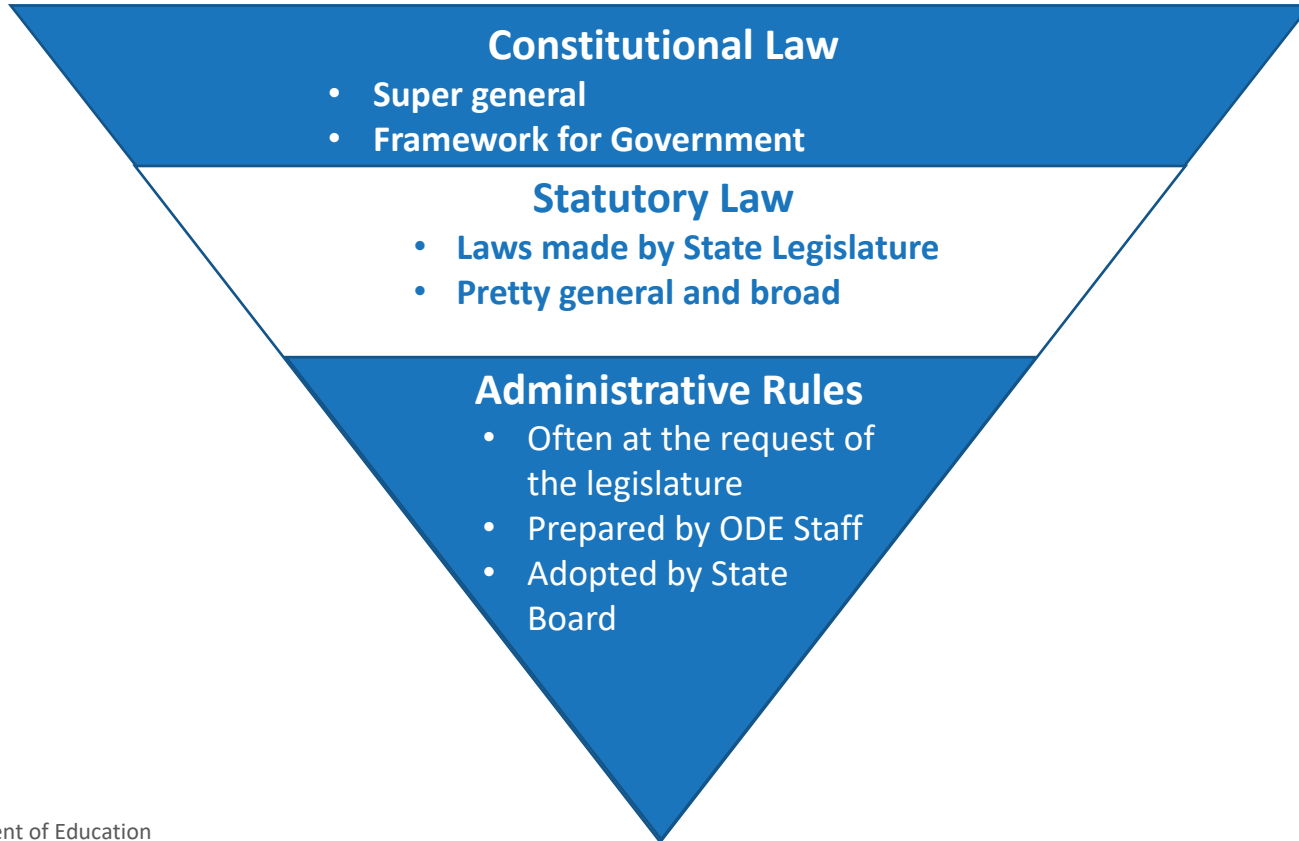


# Pause for Questions

Up next: ODE's Rulemaking Process

21

# Oregon's General Government Structure



22

# Oregon Administrative Rules (OARs)

- Administrative rules implement, interpret or prescribe law or policy, or describe the procedure or practice requirements of any agency.
- The Oregon State Board of Education is responsible for adopting education-related administrative rules.
- The Oregon Department of Education develops rules for the Board.

23

# The Administrative Procedures Act (APA)

- The APA encourages agencies drafting rules to involve the public whenever possible.
- In order to adopt a permanent rule, we must “notice” the rulemaking at least 49 days before the adoption date.
- The notice marks the beginning of the public comment period and must include certain impact statements.
- Department staff account for the APA when bringing items before the Board.

24

# Permanent Rules

Permanent rulemaking often takes at least 4 months, and uses a robust engagement process that includes:

- Collaboration with partners through technical advisory groups, events, or direct outreach;
- An ODE-hosted Public Hearing;
- At least two presentations with ODE's Ongoing Rules Community Advisory (ORCA); and
- At least two presentations to the State Board of Education.

25

# Temporary Rules

Temporary rulemaking is only pursued when substantial consequences exist that require immediate attention, such as:

- Unintentional errors discovered by staff;
- Abrupt changes at the federal level;
- Legislation with short implementation timelines; or
- Emergencies or natural disasters.

26

# Ongoing Rules Community Advisory (ORCA)

- The ORCA provides an intentional and recurring space for staff to connect with community on the development and drafting of Oregon Administrative Rules.
- The ORCA is advisory to staff and presenters only. They do not make decisions or formal recommendations.
- The ORCA is but one element of the Department's engagement process.

27

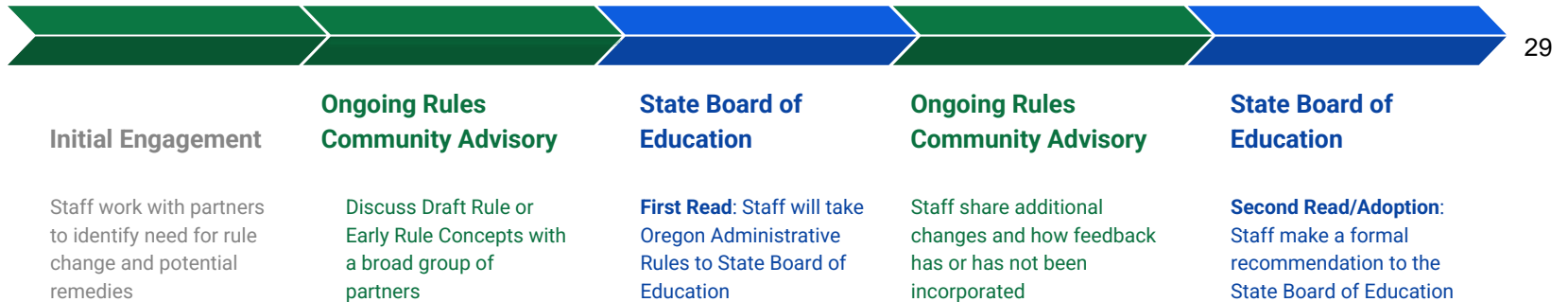
# ORCA Composition and Perspectives

- School leadership (administrator, school board)
- School employees (licensed, classified)
- Student and parent voice
- Culturally specific and community based organizations
- Education service districts
- Tribal voices
- State education partners

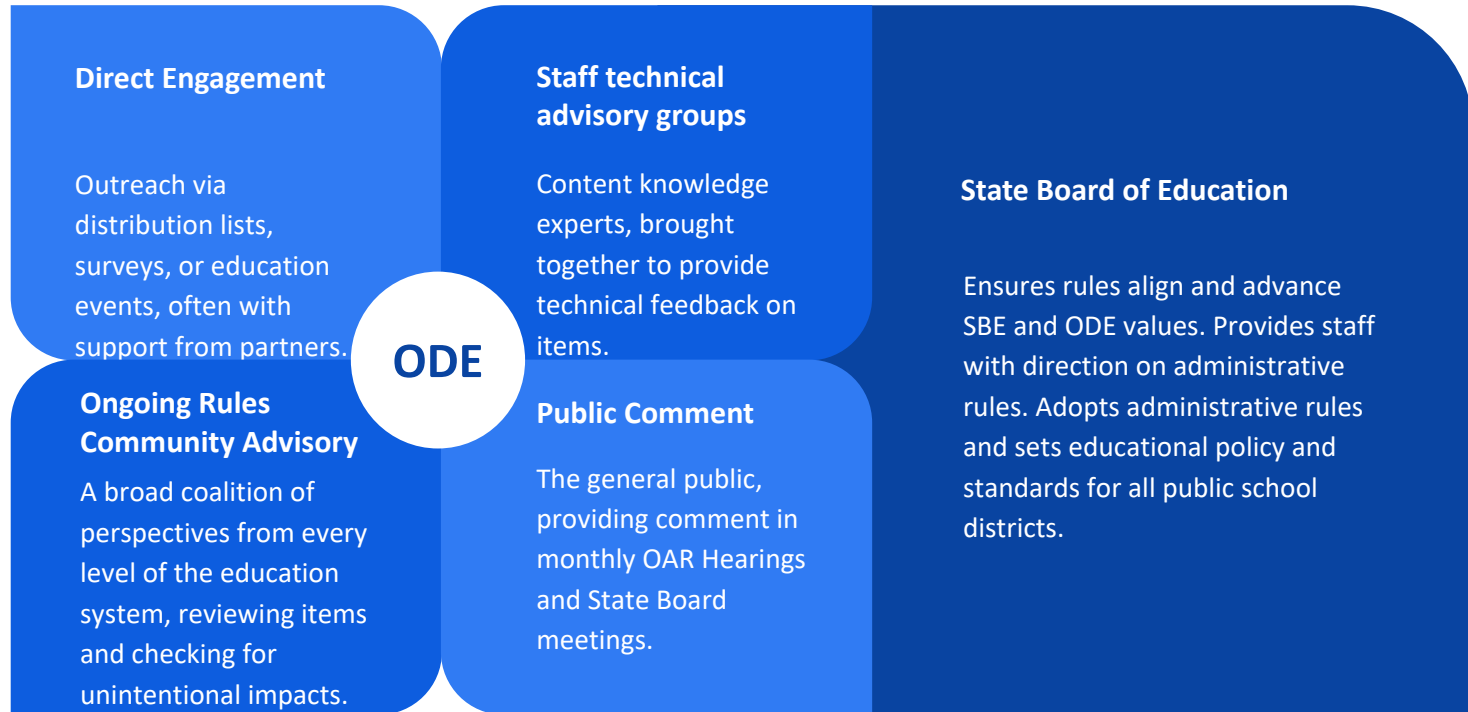
28

# ORCA Meeting Rhythm

Space between meetings allows for reflection and additional engagement



# Trajectory for Oregon Administrative Rules



30



# Pause for Questions

Up next: ODE Updates and Ongoing Bodies of Work

31



# Implementation Updates: Early Literacy and Summer Learning

32

**August 15, 2025**

Alexa Pearson, Assistant Superintendent of OTLA

Ken Greenbaum, Senior Strategic Advisor

Raquel Gwynn, Interim Director of Expanded Learning

Savanah Solario, Program Improvement Analyst

# Key Takeaways for Today

## Early Literacy Success Initiative



## State Summer Learning Grants



- Investments to improve student literacy learning & well-being
- Connected in supporting literacy inside and outside of the school day

# High-quality learning experiences.

34

Aligned & focused educational systems.

Engaged partners & communities.

Safe & inclusive schools.

Committed & supported staff.



# Early Literacy Success & State Summer Learning

## HB 3198 (2023) Early Literacy Success Initiative

Birth Through  
Five Plan



Non-Competitive,  
State funded,  
\$9.6 million  
biennially

Tribal  
Grants



Non-Competitive,  
State funded,  
\$2.084 million  
biennially

School District  
Grants



Non-Competitive,  
State funded,  
\$93 million  
biennially

Community  
Grants



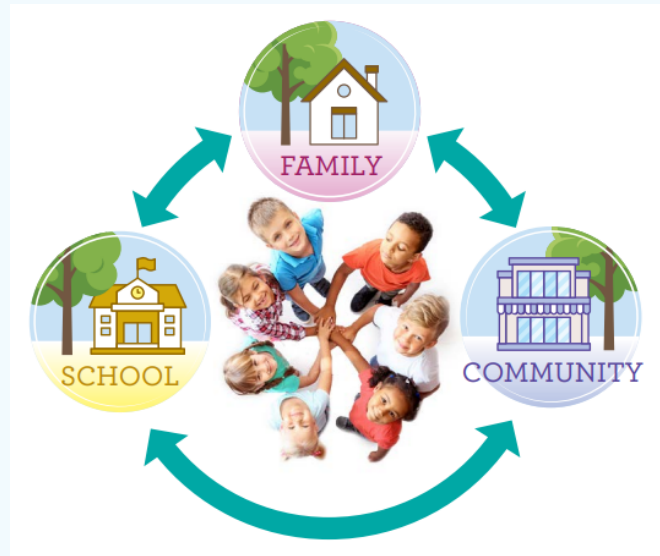
Competitive,  
State funded,  
\$8.3 million  
biennially

## HB 2007 (2025) State Summer Learning Grant <sup>35</sup>



State funded,  
\$35 million per summer,  
\$70 million biennially

# Early Literacy Community Grants

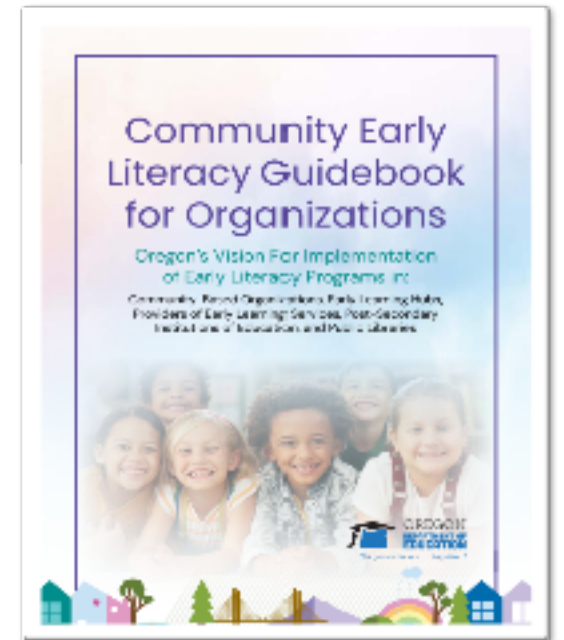


\$8 million awarded to 13  
organizations throughout Oregon

## Cohort 1 Grantees:

- Boys & Girls Club of Corvallis
- Boys & Girls Clubs of Bend
- Center for African Immigrants and Refugee Organization (CAIRO)
- Eastern Oregon University (Reading Clinic)
- Genesis Reading Academy
- Metropolitan Family Service
- NW Early Learning Hub - Backbone: Northwest Regional Education Service District
- Open School, Inc.
- Pendleton Public Library
- Reading Results
- Self Enhancement, Inc.
- Todos Juntos
- Together We Are Greater Than

36



[Community Early Literacy Guidebook](#)

## Early Literacy Tribal Grants



\$2.084 million awarded to 7 of 9  
participating Tribal Partners  
in Oregon

- Burns Paiute Tribe
- Confederated Tribes of Grand Ronde
- Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians
- Confederated Tribes of Siletz Indians
- Confederated Tribes of the Warm Springs Reservation
- Coquille Indian Tribe
- Klamath Tribes



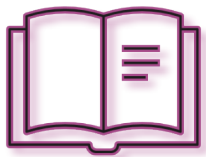
# Early Literacy Success School District Grants

# Lifting Literacy Through Research-Aligned Strategies

- Formula-based, non-competitive grants to **248 districts and public charter schools**.
- 23-25 Biennium: \$90 million | 25-27 Biennium: \$93 million

39

Curriculum



Professional  
Development &  
Coaching



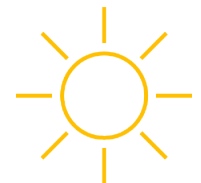
Hiring Literacy  
Staff



High-Dosage  
Tutoring



Extended  
Learning



# Building Momentum

*More than 80% of school districts, representing about 185,000 students, have adopted research-aligned Early Literacy core curriculum from the State Board of Education adopted list.*



During the first year of implementation (23-24), grant funds were invested across various early literacy activities:

603

FTE Funded to Support Literacy  
(Coaches, Interventionists,  
Specialists, & Tutors)

5,788

K-5 Students  
Participated in  
Extended Learning\*

40

16,901

K-5 Students  
Participated in High-  
Dosage Tutoring

8,317

Educators Received PD &  
Coaching in Early Literacy  
Research-Aligned Strategies

# Impact in Action: Beyond the Numbers



Oregon's  
**Instructional Frameworks** | **Early Literacy**

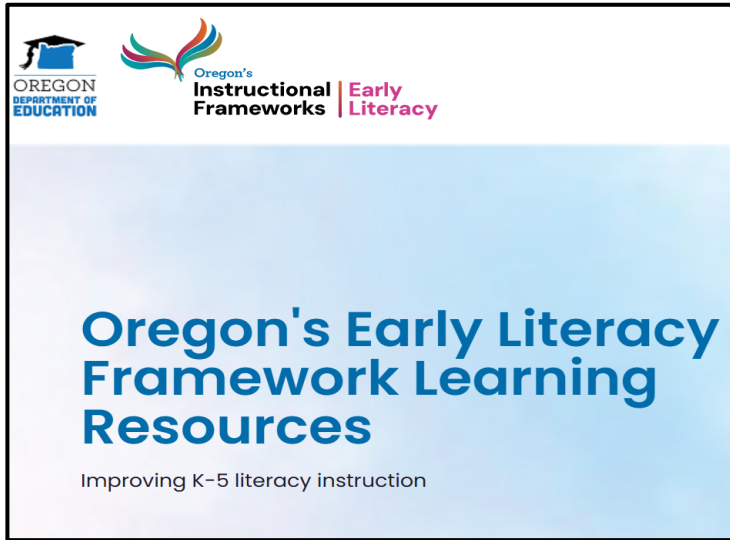
## Literacy Tour 24-25



**OREGON**  
**DEPARTMENT OF**  
**EDUCATION**

*Oregon achieves . . . together!*

# Supporting Implementation in 23-25



**OREGON DEPARTMENT OF EDUCATION**

**Oregon's Instructional Frameworks | Early Literacy**

## Oregon's Early Literacy Framework Learning Resources

Improving K-5 literacy instruction

**Instructional Frameworks Website & Learning Guides**

Search by School District / Charter School      Search by Instructional Materials

Search by Type of Materials: All

Search by Instructional Materials Title: All

Clear Selections

Districts / Charter Schools Using Selected Materials: **248**

Districts / Charter Schools Using Selected Early Literacy Instructional Materials

Institution Name	Institution Type	Type of Materials	Materials Title	Vendor Name	PreK	K	1st	2nd	3rd	4th	5th	Year of Adoption	Adoption Type
Academy for Character Education	Charter School	Core	Writing Road to Reading	Spalding Education	✓	✓	✓	✓	✓	✓	✓	2008	Independent
Academy for Character Education	Charter School	Assessments	Houghton Mifflin Harcourt Publishing Company HMH Into Reading (Grades 3-5)	HMH Education Company					✓	✓	✓	2022	N/A
Academy for Character Education	Charter School	Assessments	Houghton Mifflin Harcourt Publishing Company HMH Into Reading (Grades K-2)	HMH Education Company			✓	✓				2022	N/A
Academy for Character Education	Charter School	Intervention/Acceleration	Foundations	Wilson Language Training		✓	✓	✓	✓	✓	✓	2022	N/A
Academy for Character Education	Charter School	Supplemental	Bob Books, Early readers, phonics readers	Many		✓	✓	✓	✓	✓	✓	2020	Independent
Academy for Character Education	Charter School	Supplemental	Pink Cat Games	Pink Cat Studio		✓	✓					2022	Independent
Adel SD 21	District	Core	Great Minds PBC and Wilson Language Training   Wit & Wisdom with Foundations	Great Minds PBC					✓	✓	✓	2022	State Board of Education

**Early Literacy Instructional Materials Dashboard**



of educators who are bilingual in our school district

**Gresham-Barlow School District**

Gresham-Barlow School District ODE Literacy Tour 24-25

Oregon Department of Education 743 subscribers

Subscribe Like Share Download Save

**Oregon's Statewide Literacy Tour Videos**

# Legislative Changes



Oregon Department of Education

- **HB 3040** passed during Legislative Session and strengthens the district grants by:
  - Expanding professional development and coaching to **Instructional Assistants**
  - Allowing funds for **4th/5th grade research-aligned curriculum**
- **SB 141 (Accountability)** gives ODE additional authority to intervene and support districts not yet making progress in early literacy.

# What's Next?



- **Rulemaking for HB 3040** – Rules to define additional staff who can receive PD/Coaching using Early Literacy Success School District grant funds
- **Comprehensive Literacy State Development Grant (Federal)** – \$55 million in competitive grant funding to support birth – 12<sup>th</sup> grade literacy programming in Oregon's highest need districts

# What's Next? (cont'd)

- **Statewide Literacy Plan** – Comprehensive overview of Oregon's literacy efforts and plan for improving literacy achievement
- **Literacy Advisory Roundtable** – Statewide group of literacy educators and leaders to provide feedback and guidance on Oregon's literacy initiatives
- **Communities of Practice** – Statewide professional learning for leaders focused on implementation of **High-Dosage Tutoring** and **Extended Learning**
- **Statewide Literacy Excellence Network** – Monthly professional learning on Oregon's Early Literacy Framework for ESD leaders



45

# Questions





# State Summer Learning Grant

# The Journey of Summer Learning In Oregon

## *From Urgent Response to Strategic Investment: Where We've Been and What Comes Next...*

**2021-2022:** Emergency-driven funding; urgent action, broad reach

**2023:** No state funding, loss of existing programs

**2024:** Rebuilding with a plan for future through **HB 4082**

**2025-2027:** Chance for stabilization and sustainability through **HB 2007**

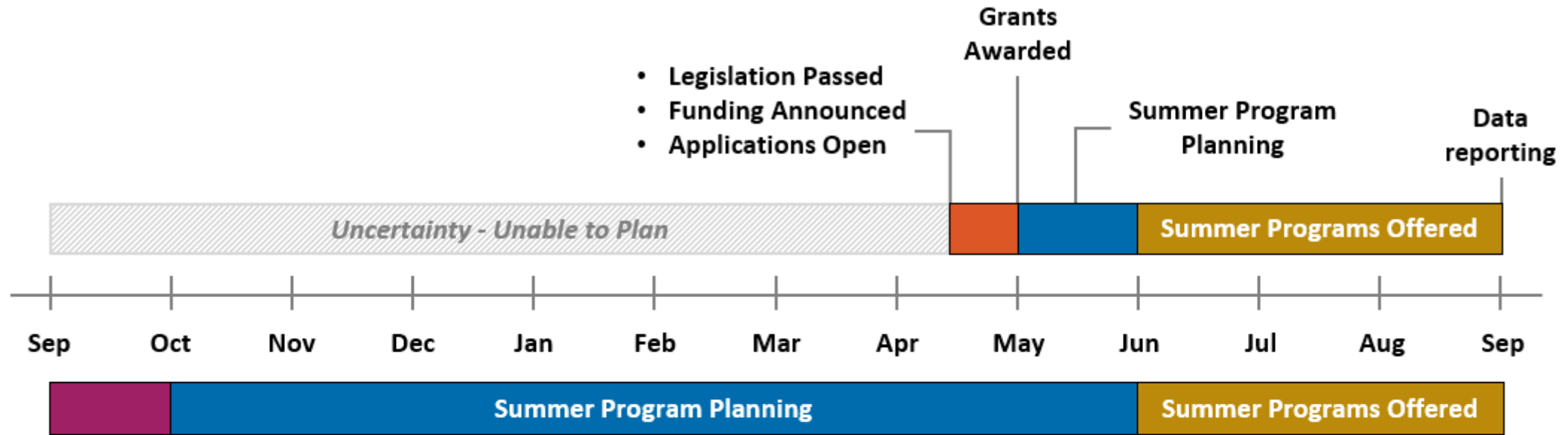


48

*Phoenix-Talent SD students in small group reading class, Summer 2024*

# The Importance of Sustainable Funding

A look at Oregon's recurring summer learning cycle



- Data reporting
- Data analysis
- Continuous improvement

- Staff recruitment, engagement, & hiring
- Aligning curriculum
- Planning transportation & nutritional services
- Data-driven student recruitment
- Family & student outreach & engagement
- Securing facilities & custodians
- Building partnerships
- Co-creating program activities
- Scheduling offerings

# Summer 2024

## Despite the Timeline, Oregon Educators Delivered!



Find the report on the [State Summer Learning Grant webpage](#).

Educators, districts, ESDs, Tribes, and community partners rose to meet the moment by delivering high-impact programs.

### Statewide Reach

- **66** grantees (*43 districts, 13 ESDs, 10 charters*)
- **197** summer programs
- **28,187** students served

50

### Academic Outcomes

- **4,627** high school credits earned
- **79%** goals met in literacy, math, and science

### Student Voice & Empowerment

- Nearly **9,000 students** reported programs fostered belonging, safety, and joyful learning

### Partnerships that Strengthen Communities

- **377** community partners (*average of 6 per grantee*)
- Local businesses, non-profits, Tribes, local government

## Co-created by the HB 4082 Workgroup and partners, our vision for summer learning is clear:

*By 2030, all Oregon youth, especially those furthest from educational justice, will have access to a high-quality summer or afterschool program. These programs will encourage regular participation and provide opportunities for every child to thrive academically, socially, and emotionally. Oregon will establish a coordinated educational ecosystem beyond the school day, committed to measurable outcomes and equity, ensuring every child can achieve their full potential, and contribute to a stronger future for themselves and their communities.*

**Coordinated Investments to Fill Gaps and Serve the State**

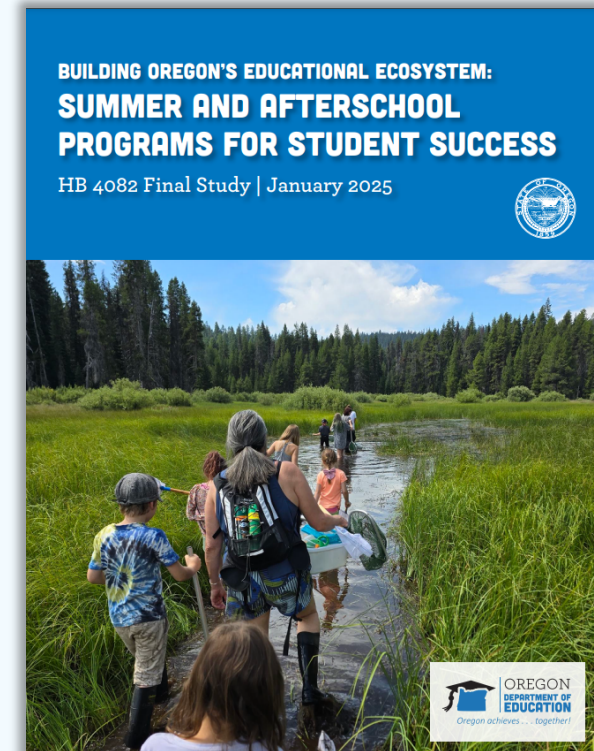
**Streamlined and Equitable Grantmaking and Administration**

**Strengthening Partnerships for a Cohesive Educational Ecosystem**

**Developing an Infrastructure and Framework for High-Quality Programming and Continuous Quality Improvement**

# A Plan for the Future

HB 4082 Workgroup Recommendations:



51

Find the report on the [State Summer Learning Grant webpage](#).

# A Vision of High-Quality Summer Learning in Oregon

## OLD SUMMER SCHOOL MODEL

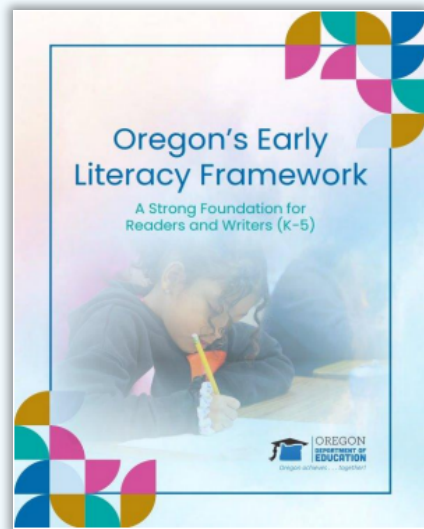
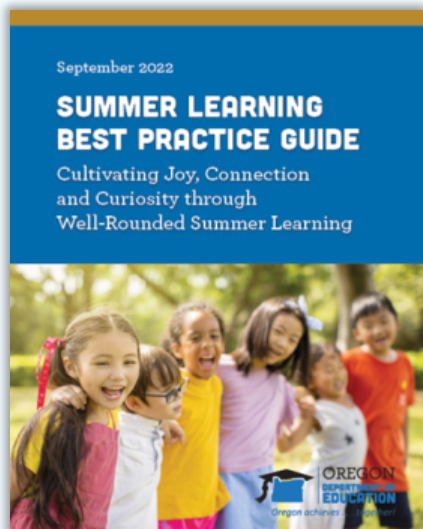
Targeted only to those with academic need  
Deficit-based (what gaps can I fill?)  
Remedial drill and skill  
Quiet, task-oriented, and individualistic  
Teacher-centered  
Disengaging and punitive  
Designed solely by a few district and school staff  
School building and district-based

## HIGH-QUALITY SUMMER LEARNING PROGRAMS

Accessible, equitable, diverse, and inclusive  
Strength-based and enriching (what gifts do you bring?)  
Well-rounded, integrated, project-based, and hands-on  
Collaborative, interdependent, relational, and culturally grounded critical learners  
Student-centered with 21<sup>st</sup> century skills  
Exciting, fun, engaging, and attractive programs young people want to attend  
Co-created with students, families, and community partners  
Can take place in a variety of settings and locations

# HB 2007:

## Building on Best Practices with a Literacy Emphasis



**\$35 million for Summer 2025  
Literacy-Focused & Student-Centere**

## State Summer Learning Grants

- ✓ Responds to the need for stable, **biennial funding** for 2025-27.
- ✓ Programs **must focus on literacy**, but may include math, science, credit recovery, grade level transitions, and enrichment.
- ✓ **Future biennia** may focus on **other academic areas** based on statewide data and **identified need**.
- ✓ Requires prioritizing students **not yet proficient in English language arts** in addition to focal student groups.
- ✓ Requires **use of evidence-based literacy strategies** aligned to Oregon standards.
- ✓ Grantees must **measure and report student growth outcomes**.
- ✓ Eligible entities now include **Tribal Nations**.

# Summer 2025 Grant Purpose and Goals

The overall purpose of this grant is to **accelerate learning** and **increase academic growth with a focus on literacy**.

54

## 1) **Advance Academic Learning**

- ✓ Prioritize literacy and other content areas that align with student needs, including math, science, and credit recovery
- ✓ Must align with Oregon standards focused on evidence-based literacy instruction
- ✓ May assist with grade level transitions (incoming kinder, to/from high school)

## 2) **Support Youth Development**

- ✓ Hands-on, inquiry-based and project-based learning which may include access to the arts that reinforce academic growth and standards
- ✓ Support students' mental, emotional, and social well-being

## 3) **Equitable Access and Family Partnership**

- ✓ Culturally and linguistically responsive outreach, engagement, and programming

23

# Evidence + Engagement = Growth

## The Formula for Summer Literacy Success

### Evidence-Based Literacy Instruction:

- Provide systematic instruction grounded in the Science of Reading
- Align instruction to Oregon's English Language Arts standards
- Use data-informed practices to monitor progress and adjust instruction for each learner's needs.

### Create Rich, Relevant Learning Experiences:

- Offer hands-on, real-world experiences that build background knowledge where students read, write, present, and create projects that incorporate literacy
- Integrate arts, STEM, cultural explorations, and field trips
- These experiences support reading comprehension by providing context and relevance

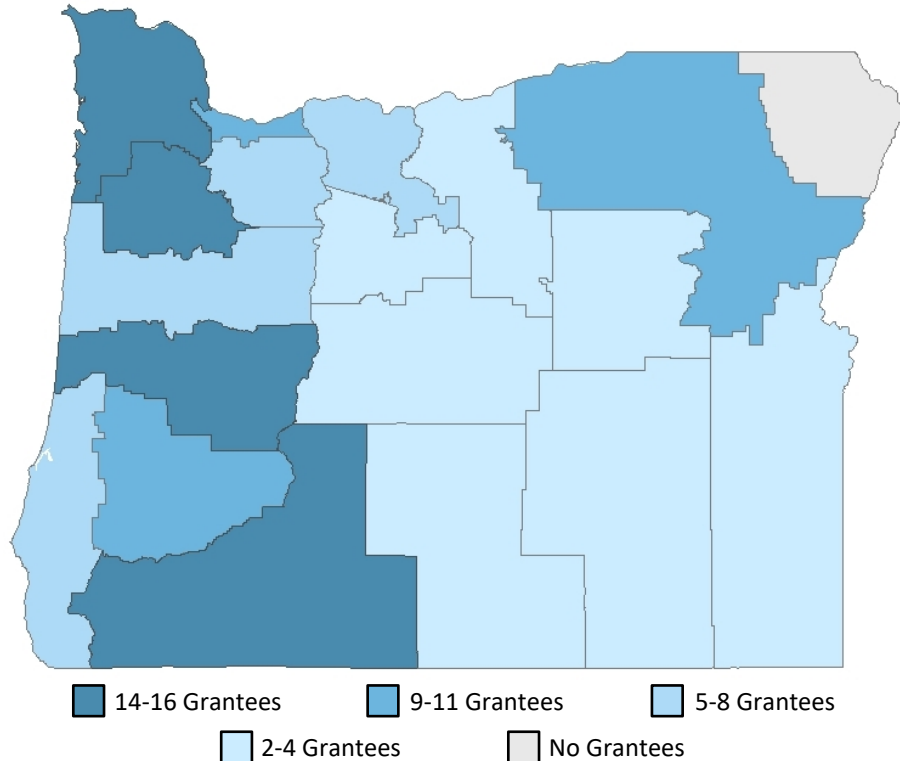


55

**Students made the greatest gains in reading when programs combined structured literacy blocks with engaging enrichment.**

**-Harvard CEPR, 2023**

# \$35 Million State Investment in 2025



*Programs reaching communities statewide,  
bridging access and opportunity.*

## 139 Grantees

- 105 School Districts
- 13 Charter Schools
- 15 ESDs
- 6 Tribes
- Partnerships with community-based organizations, ESDs, local governments, businesses and non-profits

**This investment is the starting point for a stronger, multi-year commitment. It expands access to students across Oregon while creating the stability needed to deepen program quality and strengthen outcomes, especially in literacy.**

# State Summer Learning Rulemaking Overview

## Implementing HB 2007 Through a Two-Phase Approach



### Purpose:

Ensure the State Summer Learning Grant Program is equitable, transparent, and aligned with legislative intent, while giving grantees the lead time needed to plan for summer 2026 and beyond.

### Engagement: Phase 1 Rules (Aug-Oct 2025)

- ✓ Targeted sessions for HB 4082 Workgroup, grantees, Tribes, ESDs
- ✓ Three statewide open public sessions for broad input in Aug 2025<sup>57</sup>
- ✓ Review points with ORCA and State Board of Education (Sep, Oct)

### Phase 1: Foundation Rules (Adoption Oct 2025)


- ✓ Award process & funding methodology
- ✓ Grant length & eligibility to reapply
- ✓ Tight timeline to support grantee planning for 2026

### Phase 2: Comprehensive Policy Development (2026-27)

- ✓ In partnership with Expanded Learning Advisory Committee
- ✓ Address program quality indicators, evaluation, partnerships, professional development, and definitions
- ✓ Process informed by HB 4082 Final Study and Workgroup recommendations

# HB 2007 in Action: 2025 State Summer Programs





**Every student, every day, is engaged in meaningful, affirming, grade-level literacy instruction inside and outside of the school day.**

# Questions

