

HOUSE COMMITTEE ON EDUCATION

January 14, 2005 Hearing Room E

1:00 P.M. Tapes 1- 2

(Corrected 2-14-05)

MEMBERS PRESENT: Rep. Linda Flores, Chair

Rep. John Dallum, Vice-Chair

Rep. Steve March Vice-Chair

Rep. Debi Farr

Rep. John Lim

Rep. Chip Shields

Rep. Carloyn Tomei

STAFF PRESENT: Jim Keller, Committee Administrator

Kellie Whiting, Committee Assistant

MEASURES/ISSUES HEARD:

Introduction of Members- Organizational Meeting

Adoption of Committee Rules- Organizational Meeting

Update of the Chalkboard Project- Informational Meeting

These minutes are in compliance with Senate and House Rules. Only text enclosed in quotation marks reports a speaker's exact words. For complete contents, please refer to the tapes.

TAPE/#	Speaker	Comments
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TAPE 1, A

003	Chair Flores	Calls the meeting to order at 1:01p.m. and opens the organizational meeting for introduction of committee members.
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Introduction of Committee Members - Organizational Meeting

008	Rep. Farr	House District 14. Provides and introduction of herself, her family and her work history.
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021	Rep. Shields	House District 43. Provides an introduction of himself.
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031	Rep. Dallum	House District 59. Provides an introduction of himself.
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052	Rep. Tomei	House District 41. Provides an introduction of herself.
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062	Rep. Lim	House District 50. Provides an introduction of himself.
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082	Rep. March	House District 46. Provides an introduction of himself.
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094	Chair Flores	House District 51. Introduces herself. States she will start the meetings promptly and introduces Jim Keller. Opens the organizational meeting on the adoption of Committee Rules.
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Adoption of Committee Rules - ORGANIZATIONAL MEETING

141	Chair Flores	Presents committee rules for adoption (EXHIBIT A).
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143	Rep. Flores	MOTION: Moves to ADOPT the proposed Committee Rules.
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146		VOTE: 7-0-0
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	Chair Flores	Hearing no objection, declares the motion CARRIED.
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155	Chair Flores	Closes the organizational meeting and opens the informational meeting on the Update of the Chalkboard Project.
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Update of the Chalkboard Project- INFORMATIONAL MEETING

178	Sue Hildick	President of the Chalkboard Project. Introduces the proposal and provides a brief progress report of the chalkboard project.
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209	Orcilia Forbes	Board Member to the Chalkboard Project. Provides an introduction of the policy and education issues regarding the Chalkboard Project. States the awareness that needs to come from the public. Introduces Meyer Memorial Trust to whom she is affiliated.
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262	Hildick	Introduces the public opinion poll they conducted in April 2004 (EXHIBIT C) . Explains the focus groups they have participated in and how they apply to the survey. Introduces the Citizen Feedback Guide (EXHIBIT D) . Refers to the citizen feedback guide to demonstrate the types of questions and concerns Oregonians are having with the educational system. Touches on the five topics included on page five.
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381	Hildick	States that they would like to present the first early findings to the members in March 2005. Introduces Adam Davis.
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408	Chair Flores	Asks for any questions.
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413	Adam Davis	Partner to the Chalkboard Project. Refers to (EXHIBIT C) and provides a summary of the survey. Refers to the cover page and explains the different focus groups used and how the questions were developed. Stresses that it was an independent and non-partisan survey.
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TAPE 2, A

013	Davis	Provides an overview of the goals, problems, geographical areas and statistics found in (EXHIBIT C) . Highlights the benefits in addition to educating children.
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096	Davis	Presents the valued skills and subjects in addition to regional differences for priorities.
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112	Davis	
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		<p>Presents the perceived obstacles on page seven. Touches on the topics of lack of direct parental support, lack of stable and adequate funding, not retention and attraction of qualified teachers, unfunded federal mandates and central administration waste and inefficiency.</p> <p>Expresses concern for the whole of each issue in our state.</p>
149	Davis	Presents the number of Oregonians who are in favor of the chalkboard project.
177	Davis	Speaks on the behalf of Oregonian's issues regarding adequate funding, waste and inefficiency, teacher performance and extra-curricular activities. States that in tough economic times most Oregonians would like to see the basics taught.
309	Chair Flores	Inquires if there was any time set for the meaning of stable in regards to the legislative process.
323	Hildick	Responds that he does not know.
331	Chair Flores	Inquires if in the event that it is not feasible in the time that the budget numbers are set and passed into the legislative cycle, what the beneficial effect would be.
340	Rep. Dallum	Asks what the definition of adequate is, in regard to their research.
350	Davis	Responds that the definition is determined through what people thought the definition of the quality of education was, as well as where the motivation for waste and inefficiency was.
369	Rep. Dallum	Reiterates that it is a very broad generalization.
375	Davis	Concurs.
378	Rep. March	States that there is a perception issue in the polls regarding waste. Asks if there a correlation between the persons with children in school and the persons without.
391	Davis	States that there are very few differences between persons without children and persons with children. States that the general rule is that they are feeling the same. Comments that the major difference is the persons with children are feeling that the schools are doing a better job than the persons without children in schools. States there are

differences about how they view extra-curricular activities but it is not a major issue.

- 415 Rep. Farr Asks if the extra-curricular activities include sports in addition to art, music and debate.
- 420 Davis Responds that the real division is between the basics and what people perceive as the non-basics.
- 429 Rep. Lim Refers to page eight to demonstrate the number of Oregonians who would like to get involved in an independent non-partisan effort to improve the state's K-12 public schools. Asks how they came up with the questions to ask to get these results.

TAPE 1, B

- 010 Davis Explains that they asked for an answer of yes or no, agree or disagree, or agree strongly or disagree strongly. Explains that they read them a closed ended statement and they respond on a point of that scale.
- 014 Rep. Lim Asks if he has any suggestions about independent education systems.
- 020 Davis Responds that Oregonian's would not include Oregon Education Association, Confederation of School Administrators and Oregon School Board Association under the label of independent organizations. States Oregonians want foundations that are non-profit organizations to work together.
- 043 Rep. Lim Indicates that this is a wake-up call to our Oregon's education system.
- 049 Rep. Dallum Inquires on the comment that Oregonians want action now. Asks for the definition of now.
- 053 Davis Responds that citizens would like to see it resolved now and there is frustration coming from parents and non-parents. States that Oregonians would like it resolved today if possible.
- 066 Rep. Shields Asks if history and social studies were included in the basics.
- 073 Davis

		Responds that when they ask which subjects were important, history and social studies did well but were not as important as reading and writing and math. States that there is a priority placed on sciences and computer education, in addition to the basics.
082	Rep. Farr	Inquires why speaking skills were included in the basics.
085	Davis	Responds that speaking skills are important to parents and explains it is the ability to communicate in today's society.
089	Rep. Farr	Refers to page six and asks if speaking skills are included in reading and writing.
090	Davis	Responds that it is included in the ability to communicate, both in writing and reading.
099	Rep. Tomei	Asks him to clarify what the definition of parental support is.
106	Davis	Comments that Oregonians think that there is a lack of parental support. Gives examples of what is happening after school and on the weekends. Suggests that there is a link to what is going on in the home to the success in the child's development.
126	Hildick	Indicates the solutions are not just in the legislature but in the involvement of the parents, grandparents and other adult figures. States that the issues may come back to the educational community's foundations. Asserts that there is an array of partnerships that could be involved.
134	Rep. Dallum	Asks for clarification on the two terms involvement and support. Asks if they can be divided or if they are inter-changeable terms.
138	Davis	Answers that he thinks the terms are related. States that Oregonians want the parents to be more involved in their child's education. He notes the parents also need support to make that involvement possible.
153	Rep. Dallum	Inquires if involvement means being involved with the individual student's academic efforts or if it means being involved with the policy and the whole process.
161	Davis	Responds that he thinks it depends on who you talk to. States the age of the child would define the amount of support needed differently.

States it would also depend on what was going on in the home. Reiterates that the community volunteers, administrators and grandparents have a big impact on the outcome.

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| 202 | Rep. Lim | Comments that he hopes they can give them some specific ideas on how to improve our education system better. |
| 228 | Hildick | Encourages people and constituents to get involved by visiting their website. Gives their phone number and website. |
| 237 | Chair Flores | Adds that she hopes to hear from others and addresses the members to come with their questions. |
| 253 | Rep. March | Thanks the foundations for coming together and speaking before them. |

The following material is submitted for the record without public testimony:

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| B) | Sue Hildick | Submits prepared testimony on the Chalkboard Project (EXHIBIT |
| | Sue Hildick | Submits Chalkboard Project survey questions (EXHIBIT E) |
| 261 | Chair Flores | Closes the informational meeting on the update of the Chalkboard Project and adjourns the meeting 2:20 p.m. |

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EXHIBIT SUMMARY

A. Rules, proposed Committee Rules, Staff, 2 pp

C. Chalkboard Project, Public Opinion Poll, Sue Hildick, 8 pp

D. Chalkboard Project, Citizen Feedback Guide, Sue Hildick, 30 pp

The following material is submitted for the record without public testimony:

B. Chalkboard Project, prepared written testimony, Sue Hildick, 5pp

E. Chalkboard Project, Survey Questions, Sue Hildick, 15 pp