

HOUSE COMMITTEE ON EDUCATION

February 11, 2005 Hearing Room E

1:00 P.M. Tapes 29 - 31

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

MEMBER EXCUSED: Rep. Arnie Roblan

STAFF PRESENT: Jim Keller, Committee Administrator

Kellie Whiting, Committee Assistant

MEASURES/ISSUES HEARD:

Oregon Institute of Technology – Informational Meeting

No Child Left Behind and Adequate Yearly Progress – 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 29, A

003	Chair Flores	Calls the meeting to order at 1:01p.m. and opens the informational meeting on the Oregon Institute of Technology.
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OREGON INSTITUTE OF TECHNOLOGY – INFORMATIONAL MEETING

039	Martha Ann Dow	President of Oregon Institute of technology (OIT). Submits and presents a PowerPoint presentation on the solution to Oregon's healthcare workforce shortage (EXHIBIT A). Explains the current outlook, employment initiatives, healthcare shortages and barriers to increasing workforce.
094	Dow	Presents pages four, five and six. Explains the current initiatives, significant contributors to Oregon's economy and the impact of shortage on the economy.
149	Dow	Explains the Oregon Center for Health Professions on pages six and seven.
168	Dow	Explains the visions and missions to create a premier center within the Pacific Northwest. Refers to page eight and presents the health profession programs they offer and the Bachelor's degree completion programs. Refers to page nine and explains the increased demand and existing outreach externship locations.
204	Dow	Refers to pages 10 and 11 and presents the needs of the Oregon Health Care Workforce, the number of graduates and expanding outreach programs.
228	Dow	Refers to pages 12, 13 and 14 and presents the alliance partnerships and key objectives of the OIT programs.
311	Dow	Refers to page 15, 16 and 17 and explains the potential funding sources, goals and strategic initiatives of the OIT.

335	Chair Flores	Inquires about the development of the healthcare centers in Clackamas County. Inquires if the statewide initiative requires legislative direction.
349	Dow	Responds they will be presenting a bill that designates the Oregon Center for Health professions to help facilitate the collaboration and coordination.
370	Rep. Dallum	Inquires about the rural nursing program.
375	Dow	Responds Oregon Health and Science University do intend to keep the program. States OIT hosts the program on their campus.
395	Rep. Dallum	Inquires about the discontinued programs in John Day, OR.
401	Dow	Responds there is every intention to keep the programs. Explains the curricula. Responds that OIT is the only four-year institution with allied health.
417	Rep. Shields	Inquires about the enhanced minority recruitment and if there is something within the program that provides other programs to fall back on.
439	Dow	Responds the Certified Nursing program is strong and there is an associate degree in which you can enter the workforce immediately after.

TAPE 30, A

002	Rep. March	Inquires if the state bond could be this session.
009	Dow	Responds they are pursuing private support.
015	Rep. Lim	Comments on the amount of students that enroll in the medical fields. Inquires what the direction the OIT is heading.
025	Dow	Responds that OIT is better known for the allied health. States there is an equal mix in terms of the enrollment of engineering programs and health. Submits the OIT newspaper article (EXHIBIT B).

060	Chair Flores	Closes the informational meeting on the Oregon Institute of Technology and opens the informational meeting on the No Child Left Behind Act and the Adequate Yearly Progress.
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No Child Left Behind Act and Adequate Yearly Progress – informational meeting

104	Pat Burk	Chief Policy Operator, Oregon Department of Education. Presents page one of the PowerPoint presentation on the No Child Left Behind Act (NCLB)(EXHIBIT B). Provides the background of the Act. Explains the underlying principles and the Oregon context of the NCLB Act. Speaks about the outcomes of the American education systems. Speaks about the supplemental support for innovative programs, strategies and technology.
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194	Rep. March	Inquires if federal funds for Kindergarten are fixed.
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200	Burk	Responds that the funds are allocated to states and districts based on poverty counts. States it is possible for districts to target Title I schools, as long as they meet the criteria. Responds they cannot get more money.
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215	Rep. Dallum	Inquires if there is a correlation between social economic status and performance in Oregon.
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229	Burk	Concurs.
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259	Chair Flores	Inquires about the areas with high poverty and ethnocentric and the flexibility that schools are provided are also contributors.
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265	Burk	Responds about the achievement gap and the differences between the schools. States the consistency and the uniformity assists with implementing the plan.
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299	Chair Flores	Comments on the 1994 implementation of the Act. States the 2001 Act has more accountability measures imposed.
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318	Burk	Concurs. Responds parts of the Act have been in place since the 1960's. States every time the act goes through the Congress it has changes. Explains the procedure of reauthorization of the Act and the approval process in regards to the Act.
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359	Rep. Dallum	
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Inquires about the pre-testing and post-testing for students in Title I schools.

367 Burk Concurr. Responds about the normal curve equivalence tests.

400 Rep. Dallum Inquires what happens to title I program if they do not show the results.

405 Burk States they had to provide a new plan to demonstrate a plan of correction to the Department of Education. Explains the Comprehensive School Reform Grants.

421 Rep. Dallum Inquires the outcome if the school continued down that path.

TAPE 29, B

002 Burk Responds that under the old law, they would be required to keep submitting a plan of correction.

007 Rep. Dallum Asks what the current law states.

012 Burk Compares the statewide report card and the adequate yearly progress report.

023 Burk Clarifies the figure on page one is actually \$460,000. million.

038 Rep. Dallum Inquires about the funding for the programs.

039 Burk Responds the funds have increased to states annually over the past two decades and is not true in the 2006 fiscal year.

057 Burk Refers to page two and explains the requirements for Title II schools. Explains the definition of a highly qualified teacher according to the NCLB Act.

096 Chair Flores Asks what the requirements for state certification are.

102 Burk Responds there are a number of rules for state law. Responds teachers have to meet state requirements. Explains teacher's

preparation and certification. Comments on Oregon's administrative rules in regards to teaching.

122	Chair Flores	Inquires if there is a state provision for a master degree.
124	Burk	Responds that Vickie Chamberlain would be more likely to answer that question. Responds there is no requirement for an initial license.
134	Rep. Dallum	Responds that Ms. Chamberlain responded Oregon was producing the best teachers in the nation.
143	Burk	Responds about the different points of view and the reputation of Oregon in regards to teaching standards. States Oregon ranked with a B in teachers standards.
162	Rep. Dallum	Comments that Oregon has the some of the highest trained teachers.
168	Burk	Comments on the frustration and the confusion over the topic.
170	Rep. Dallum	Inquires if highly qualified designed the standards that we expect students to perform to.
178	Burk	Responds the federal law requires each state to design its own set of standards.
180	Rep. Dallum	Comments that highly qualified teachers designed the standards, designed the assessments and yet we are failing to meet the mark. Inquires if there is something wrong with the formula.
190	Chair Flores	Inquires about the term miss-assigned. Comments on the flexibility in the funding for Title I programs for professional development, and asks if the funds can be used to assist teachers to meet the subject matter competency.
208	Burk	Concurs. Responds about the utilization of Title II dollars.
221	Rep. Dallum	Inquires about the federal legislation in regards to flexibility of the utilization of the funds.
230	Burk	

		Responds secondary literacy is lagging behind other areas. Responds about the different ways to use money to improve professional development.
252	Burk	Refers to page three and presents the amount of students who are taught by highly qualified teachers and the amount of poverty schools that do not have qualified teachers. Provides comparisons.
288	Rep. March	Requests the national data in regards to highly qualified teachers.
290	Burk	Responds he will try to provide the information. Explains the difficulties in finding comparable data.
295	Chair Flores	Inquires if the data is difficult to obtain due to each state having different standards to measure success.
304	Burk	Concurs. Explains the difficulty.
319	Chair Flores	Inquires if the states are using local prescribed determining factors to assess the local outcomes.
324	Burk	Concurs. Comments about the local standards and national standards debate.
339	Rep. Dallum	Comments there are states that have similar standards.
345	Burk	Responds not that he is aware of.
351	Rep. Dallum	Comments about the minimum requirements for teaching standards, in regards to national colleges.
360	Burk	Concurs. Comments on the teacher preparation for colleges.
386	Burk	Refers to page three and demonstrates the requirements for Title III schools.
433	Burk	Refers to page three and describes the requirements for Title IV schools.

003	Burk	Refers to page four and describes the requirements for Title V schools.
023	Chair Flores	Inquires if the presented numbers represent all of Oregon.
034	Burk	Concurs. Refers to page four and presents the requirements for Title VI and VII schools.
053	Rep. Dallum	Asks the difference between rural and small.
055	Burk	Responds about student population. Continues to present the Title VII, IV, and X schools.
080	Chair Flores	Inquires about funds for Title VII schools.
086	Burk	Responds about \$2.4 million a year.
087	Chair Flores	Responds about the allocation of funds.
089	Burk	Responds that some funds are going to supplemental services and faith based organizations.
105	Chair Flores	Inquires about how Title VI flow-through funds are distinguished.
107	Burk	Responds they are prescribed by law.
116	Burk	Refers to pages four and five and describes Title I schools. States Adequate Yearly Progress (AYP) looks at each subgroup and is publicly reported on all schools. Explains the thresholds and safe harbor. Demonstrates the consequences on page five if AYP is not met.
188	Chair Flores	Inquires if the timeline for determining improvement level is a factor in regards to the rate of increase.
193	Burk	Responds about the plan and the unfair targets. Notes on the school improvement plans. Continues to present the consequences including notice, school improvement plans, supplemental services, corrective actions and restructuring.

286	Burk	States local districts set aside 15% of Title I funds to pay for consequences.
290	Chair Flores	Inquires if the funds are set aside each biennium or at the point of restructuring.
291	Burk	Provides an example of the set aside.
295	Chair Flores	Inquires what the consequence of not making AYP on a higher scale.
297	Burk	Responds about district improvement. Refers to page five and describes the district improvement plans.
344	Chair Flores	Comments that some see the corrective action as punitive and inquires if the incentive is improvement as opposed to punitive.
348	Burk	Concurs. States there are 60 ways to fail the adequate yearly progress. Comments on the conjunctive model. States that the balance of policy is to make it fair, accurate, balanced and valid to all.
408	Rep. Farr	Comments on the Bethel School District accepting change and meeting AYP.

TAPE 31, A

003	Burk	Comments the documentation of success is vital to the close of the achievements gap.
006	Rep. Farr	Comments about the success of the Bethel School District.
018	Burk	Comments about leadership in regards to the success of schools.
025	Chair Flores	Comments on the leadership strategies.
027	Burk	Responds that the data should be reliable and issues should be addressed.
042	Rep. Dallum	Comments about the schools who have not met AYP and the time it takes to reconstruct leadership.

053	Burk	States making the decision to re-constitute staff and a school is difficult. Comments that there needs to be additional steps taken and a consistent vision to improve a school.
074	Chair Flores	Inquires if there are contractual hindrances in regards to re-constituting a school.
078	Burk	Concurs.
093	Rep. Lim	Inquires about the compromise of federal mandates.
098	Burk	Refers to page six and explains the differences from the Oregon Report Card, NCLB and AYP accountability. Explains the different types of data and different measures used.
147	Rep. Lim	Comments there should be mechanism to reward the students who are doing better to encourage the improvement.
155	Burk	Concurs. Refers to page six and explains the additional places to find data on districts that do recognize students, district report cards and AYP reports.
203	Chair Flores	Inquires about the participation rates.
205	Burk	States some assessments that qualify for attendance and some that do not qualify for achievement of the state standards.
226	Chair Flores	Requests an informational meeting regarding the current issues on page six. Close the informational meeting on the No Child Left Behind Act and Adequate Yearly Progress. Adjourns the meeting at 3:20 p.m.

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EXHIBIT SUMMARY

- A. Oregon Institute of Technology, PowerPoint presentation, Martha Ann Dow, 19 pp
- B. Oregon Institute of Technology, newspaper article, Martha Ann Dow, 1 p
- C. No Child Left Behind Act, PowerPoint presentation, Pat Burk, 7 pp
- D. Adequate Yearly Progress, report, Pat Burk, 6 pp