

## **HOUSE COMMITTEE ON EDUCATION**

**March 11, 2005 Hearing Room E**

**1:00 P.M. Tapes 54 - 55**

**MEMBERS PRESENT: Rep. Linda Flores, Chair**

**Rep. John Dallum, Vice-Chair**

**Rep. Steve March, Vice-Chair**

**Rep. Debi Farr**

**Rep. John Lim**

**Rep. Arnie Roblan**

**Rep. Chip Shields**

**STAFF PRESENT: Jim Keller, Committee Administrator**

**Kellie Whiting, Committee Assistant**

**MEASURES/ISSUES HEARD:**

**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.**

<b>TAPE/#</b>	<b>Speaker</b>	<b>Comments</b>
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**TAPE 54, A**

002            Chair Flores            Calls the meeting to order at 1:03 p.m. and opens the informational meeting on the Chalkboard Project.

**CHALKBOARD PROJECT – INFORMATIONAL MEETING**

013            Sue Hildick            President, Chalkboard Project. Submits and refers to prepared testimony (**EXHIBIT A**). Explains the citizen feedback sessions.

048            Adam Davis            Chalkboard Project. Presents the findings from the citizen feedback sessions. States the Chalkboard Project would like to find out the goals, information, questions, and incentives Oregonians have. Notes they would also like to provide Oregonians with opportunities to present their ideas.

128            Davis            States that parental involvement is a topic that majority of Oregonians feel strong about. Comments on the different initiatives in regards to parental involvement. Talks about funding stability and comments on the strong support of the local options.

175            Rep. March            Inquires about the general annual reserve of funds.

180            Davis            Responds Oregonians have stated it should be included in the general fund to ensure stability. Comments on the feedback in regards to qualified teachers in all areas.

220            Hildick            States the feedback concluded that Oregonians want to identify good programs to ensure all students can read by third grade.

238            Davis            States people are sensitive to the fact there is limited resources and in addition to the qualified teachers, stable funding and parental involvement. Reiterates that Oregonians want good readers. Notes the messenger proposing the initiatives is very important to Oregonians.

301            Hildick            States the Chalkboard Project is not only about education, but also about civic engagement. Comments on the different places they try to meet with communities to discuss their needs and goals for students.

321            Rep. Lim

Inquires about the incentive to read by the third grade. Comments students should be able to read by the first grade.

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| 331 | Hildick    | Clarifies it is by the third grade.   |
| 344 | Rep. March | Comments on parental involvement. Inquires if they are looking at external components, such as children interpreting the language for the parents.  |
| 371 | Hildick    | Responds there is a significant ongoing effort with diverse communities. Comments on the outcome of parents in the Hispanic communities at the meetings, as well as the passion for wanting help. |
| 394 | Davis      | Responds they are very careful in respect to external components and the different communities. Notes there are quick scientific studies conducted.   |
| 421 | Rep. Farr  | Inquires if there will be a meeting in Eugene.  |
| 423 | Hildick    | Responds they have been in Eugene and will check when another is coming up.   |

**TAPE 55, A**

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| 003 | Rep. Dallum  | Inquires when they are going to John Day and Madras.  |
| 008 | Davis        | Responds any help from the committee is helpful.  |
| 012 | Rep. Shields | Requests any information on when and where they are going.  |
| 017 | Rep. Lim     | Comments on the demographics of the state. Comments on the limited resources and the growing needs. Inquires if they consider those components as well. |
| 029 | Davis        | Responds the feedback has been encouraging and is happy to report good representation from ethic groups and they are learning what is on their minds.   |
| 041 | Rep. Lim     | Comments the first generation minority groups are not likely to participate.  |

048	Davis	Responds they try to reach out to persons in the communities to assist the Chalkboard Project learn about their culture.
058	Chair Flores	Inquires if they are able to distinguish between the issues over process and findings with the participants.
068	Hildick	Responds the adequacy issue has been raised and comments on the division between people. Notes they try to enlighten both groups about the budget and costs of education.
083	Davis	Responds the communities are asking questions. Notes about the interest in the accountability, funding and process.
095	Hildick	Responds they are criticized about wanting more money. Comments the platform is finance, accountability and quality.
103	Flores	Inquires if the report will include what specifically is channeled into the classroom.
112	Hildick	Refers them to the Chalkboard Feedback Guide and notes it will be in the final package.
123	Chair Flores	Inquires if there is comparative information with other states.
124	Hildick	Concurs.
127	Rep. Farr	Inquires if the citizens defines what they believe what the classroom encompasses.
131	Davis	Responds the issue is explored in the focus groups. States there is confusion over what the information is addressing. States the basics and teaching are components Oregonians feel are important.
152	Rep. Roblan	Inquires about the cost for special education.
161	Davis	Responds the mandates were a surprise and questions were asked in respect to special education. Notes all were interested and asking questions about the effects and impacts on other students.
184	Chair Flores	Comments the special education is one of the largest costs.

189	Rep. Lim	Inquires about the Oregon having the highest student absenteeism rate.
195	Hildick	Responds about the concern and the inconsistency of tracking attendance.
215	Rep. Dallum	Inquires about how they research best practices.
220	Hildick	Responds they asked teachers, parents, principals and superintendents through focus groups about what they thought the best practices. Notes the collected information was given to a research team to publish a series of reports on quality improvements, accountability and finance. Notes the reports are posted and are compared locally and nationally.
260	Rep. Dallum	Inquires about the evaluations requirements.
258	Davis	Responds about the valid techniques and differences.
283	Chair Flores	Comments they will look for a report in May 2005. Closes the informational meeting on the Chalkboard Project and adjourns the meeting at 1:55 p.m.

## **EXHIBIT SUMMARY**

### **A. Chalkboard Project, prepared testimony, Sue Hildick, 3 pp**