

HOUSE COMMITTEE ON EDUCATION

March 09, 2005 Hearing Room E

1:00 P.M. Tapes 52 - 53

MEMBERS PRESENT: Rep. John Dallum, Vice-Chair

Rep. Steve March, Vice-Chair

Rep. Debi Farr

Rep. John Lim

Rep. Arnie Roblan

Rep. Chip Shields

MEMBER EXCUSED: Rep. Linda Flores, Chair

STAFF PRESENT: Jim Keller, Committee Administrator

Kellie Whiting, Committee Assistant

MEASURES/ISSUES HEARD:

**Quality Education Model and the Associated Costs – 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 52, A

002 Vice-Chair Dallum Calls the meeting to order and opens the informational meeting on the Quality Education Model and the associated costs.

QUALITY EDUCATION MODEL AND ASSOCIATED COSTS – INFORMATIONAL MEETING

013 Brian Reeder Director of Policy and Research, Oregon Department of Education. Provides a presentation on the Quality Education Model (QEM). Provides the background of the model. Notes the first publication came out in 1999. Refers to the Quality Education Model Handbook (**EXHIBIT A**). Explains the costs, savings and impacts thereof.

086 Reeder Presents the Policy Model, 2004 (**EXHIBIT B**). Presents salary for teachers, principles and secretaries, contract benefits, other benefits and core institutional staff.

138 Vice-Chair Dallum Inquires if the figures include salaries for bus drivers.

139 Reeder Responds the figures are categorized as appending per student.

145 Reeder Continues to present the policy model for elementary schools for 2004. Presents the core instructional staff for kindergarten, grades one through five, program staff, language teachers, special education staffing, licensed substitute teachers for general instruction and special education. Presents other components such as supplies, summer schools, other activities.

234 Vice-Chair Dallum Inquires how they determine best practices.

237 Reeder Responds the Quality Education Commission creates panels in which focus on best practices by reviewing input and practices. Notes the next step is to determine the best practices and implement the resources necessary.

268 Vice-Chair Dallum Inquires how the commission gathers outside people to form the panels.

272 Reeder

Responds the commission wants a mix of people in and outside the education community. Notes they also ask for input from the governor and persons from the business community.

- 299 Vice-Chair Dallum Requests a list of the panels.
- 301 Reeder Presents the instructional support staff and administrative accountability. Comments the categories do not line out precisely to the financial data.
- 384 Reeder Presents the costs of supplies, professional training and development, building support and extra curricular activities. Explains the district administrative support including executive administrative, superintendent business and fiscal costs.

TAPE 53, A

- 002 Reeder Presents the total school cost and total cost per pupil. Compares costs between high school students and elementary students. Discusses the procedure to predict the costs for schools to operate. Explains the assumption rates in regards to growth.
- 051 Vice-Chair Dallum Inquires if rate of retirement and costs of living are considered in the assumption rates.
- 055 Reeder Responds they are included.
- 063 Vice-Chair Dallum Inquires about the age of teachers and asks if they include the standard rate of inflation.
- 067 Reeder Responds they track the age of teachers and retirement ages. Comments they predict a higher increase in special education costs and health care costs. Presents the federal payroll taxes, early retirement incentives and enrollment.
- 122 Vice-Chair Dallum Inquires how many schools have early retirement incentives.
- 137 Reeder Responds he is unsure.
- 137 Vice-Chair Dallum Inquires about the 2% of early retirement incentive payment rates.

140	Reeder	Responds about the compensation rates. Explains the policy assumptions, current level funding, full QEM implementation and policy scenario assumptions.
179	Vice-Chair Dallum	Inquires if band and P.E. are included in the core classes offered.
181	Reeder	Responds the core academic classes include Math, Reading, English, Science and Social Studies.
212	Vice-Chair Dallum	Comments about the difference of opinion in regards to best practices.
224	Reeder	Concurs. States the focus of the model is to show best practices and how it can be implemented. Notes it is an exploring tool that can be used to present different scenarios and costs involved.
253	Vice-Chair Dallum	Inquires if the No Child Left Behind Act (NCLB) requirements can be integrated into the model.
262	Reeder	Responds he argues it cannot.
268	Vice-Chair Dallum	Clarifies the alignment and to achieve the requirements of the Education Act was the reason the model was started.
273	Reeder	Concurs.
285	Vice-Chair Dallum	States best practices are determined by the board.
287	Reeder	Responds the model was always based on the best practices.
316	Vice-Chair Dallum	Inquires if the best practices figure include federal and state involvement.
325	Reeder	Responds it includes the total spending required and then takes out the revenue and property costs. Explains the spending amounts and adjustments. Presents the Quality Education Model impact analysis for the 2005-07 bienniums.
391	Vice-Chair Dallum	States if the state offered full day kindergarten by this model, the state would need almost another one hundred million dollars.

398	Reeder	Concurs.
411	Rep. Farr	Inquires if the formula would show the effect of creating smaller classroom sizes.
421	Reeder	Provides an example.

TAPE 52, B

002	Vice-Chair Dallum	Inquires about the smaller schools not being affected by the instructional improvement models.
014	Rep. Farr	Reiterates she would only like to see how the model would work.
016	Rep. Roblan	Comments every individual school is different and a model will not show exact results for every school. Notes the model could be useful as a general model in Oregon.
039	Reeder	Responds the model could be dangerous in regards to using averages based upon characteristics some districts have and some do not. Provides an example of class size reduction. Explains the model will add teachers appropriately including salary, benefits and provides the per student impact.
071	Vice-Chair Dallum	Inquires about the number of support staff in middle schools.
072	Reeder	Provides the totals.
098	Rep. Roblan	Inquires about weekend, summer and after school programs.
109	Vice-Chair Dallum	Inquires about computer education and if they have determined the impact on student learning.
111	Reeder	Responds they have not.
114	Vice-Chair Dallum	Comments about the more students taught at a more rapid rate.
122	Reeder	Concurs and states the commission has talked about it. Comments most of the assessments are given by computer.

140	Vice-Chair Dallum	Inquires if the commission has discussed ideas about the technology innovation and adaptation.
142	Reeder	Responds he does not have an answer to that.
154	Rep. Roblan	States the implementation to train the teachers is the largest problem.
167	Rep. Farr	Inquires how many other states have a similar model to the QEM.
171	Reeder	Responds Washington is developing a model which could be similar, and notes there are a number of different models in other states. States the QEM is a type of a professional judgment model.
237	Vice-Chair Dallum	Inquires about the total cost to the state to run the commission.
240	Reeder	Responds the budget was for \$180, 000.
267	Vice-Chair Dallum	Closes the informational meeting on the Quality Education Model and the associated costs. Adjourns the meeting at 2:22 p.m.

EXHIBIT SUMMARY

- A. Quality Education Model, Handbook, Brian Reeder, 62 pp**
- B. Quality Education Model, Policy Model, Brian Reeder, 12 pp**