

HOUSE COMMITTEE ON EDUCATION

April 04, 2005 Hearing Room E

1:00 P.M. Tapes 74 – 75

Corrected 10/10/2005

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

Bradley Campbell, Committee Assistant

MEASURES/ISSUES HEARD:

HB 3129 – Public Hearing

HB 3075 – Public Hearing

HB 2554 – Public Hearing and Work Session

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 74, A

003	Vice-Chair Dallum	Calls meeting to order at 1:04 p.m. Opens a public hearing on HB 3129.
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HB- 3129 – PUBLIC HEARING

009	Jim Keller	Committee administrator. Reviews HB 3129.
16	Rep. Lim	Testifies that Oregon needs to raise the bar for education. States that with a three year math and four year English requirement, Oregon High Schools will have a higher accountability (EXHIBIT A and B).
67	Rep. Dallum	Notes a full committee at 1:05pm
68	Rep. Farr	Asks if tougher requirements will add to a higher dropout rate.
71	Rep. Lim	Answers tougher requirements have a lower drop out rate.
81	Rep. March	Ponders how we get the funding.
84	Rep. Lim	States the Budget Committee is currently in negotiations for funds.
94	Chair Dallum	Asks what circumstances should be addressed for a student to opt-out of the requirement.
102	Rep. Lim	States the committee should set up a specific way to opt-out, with support from teachers and students.
117	Rep. Roblan	Raises the point that some surrounding states have lower rates. Stresses the need to give schools options.
122	Chair Dallum	Questions particularities of the bill.
132	Debra L Andrews	Testifies in opposition of HB 3129. Points toward Oregonian article submitted and additional supporting paper containing statistics. Says implementation of the bill could require more funding (EXHIBIT C)

187	Rep. Lim	Asks if Andrews believes requiring less will increase student productivity.
193	Andrews	Believes raising the bar is important, but the bar needs to be bar raised all along the way.
201	Rep. Roblan	Asks what the root problem is.
207	Andrews	Answers by questioning the rigor and challenges students face.
211	Rep Farr	Asks what Andrews proposes to raise the bar.
217	Andrews	States standards should focus on the teachers and evaluations. Feels it could be accomplished thorough a value added assessment.
224	Rep. Farr	Asks how the committee should address the problem.
231	Andrews	Answers the Department of Education already have the information.
237	Rep. Farr	States she found teachers vary from class to class. Says it would be difficult to look at every teacher's value.
251	Andrews	Talks about value added assessment. Pleads that Teacher colleges need more accountability.
266	Margaret DeLacy	Oregon Talented and Gifted board member, though not directly representing them today. Expresses reservations toward HB 3129. States it is unreasonable to ask a student to pass high-end courses if they are not offered at public high schools. Asks members to look at submitted paper showing learning gains. Wants a learning requirement rather than a seat time requirement (EXHIBIT D).
362	Rep. Roblan	Says the idea has been presented that not enough math courses are offered at Oregon high schools. If we took care of math course would you be okay with the bill.
372	DeLacy	Responds the devil is in the details. Asks not to approve the bill, but would work on amendments if need be.
383	Dallum	Discusses opt-out and local school control in relation to SB 300.

404	DeLacy	Thinks every student ready for college level work should be offered college level work. States bill does not address proficiency.
429	Rep. Lim	Wants an opt-out for a student of lesser and higher skills.
445	DeLacy	Discusses there are a high number of students at high proficiency rate.

TAPE 75, A

004	Pat Burk	Chief policy officer, Department of Education. Addresses specifics on raising standards in Math with relation to seat time. Would like to know how many teachers it would take to fill in the education gap. States finding quality math teacher would be difficult. Wants to know more about the opt-out program. Warns the more requirements would push down the amount of electives in the Oregon 22 credit system. States his preference is to move from 22-24 credits in order to raise the bar and keep our elective system. Reminds costs would increase as students need books, graphing calculator. Asks if we have the level of resources.
128	Rep Dallum	Wants to know where Oregon is in the math standards.
133	Burk	Answers Oregon schools cover algebra II and geometry.
154	Rep. March	Asks if there is a shortage of math teachers. Asks if the problem more pronounced in rural or urban locations.
157	Burk	Says there is more shortage in rural areas.
171	Rep. Lim	Wonders if it is true Portland School District require 4 years of English, and 3 years of Math.
178	Burk	Believes it is 4 years English and 2 years math.
184	Rep. Lim	Asks if some schools already have the requirement, would it cost more money.
191	Burk	Responds, probably, as those are usually in urban areas.
199	Rep. Lim	States his amendment are for 2008.

213	Burk	Inquisitively questions a Math and Science requirement by '08.
224	Chair Flores	Asks if there is a rule reference for these provisions.
227	Burk	Responds state board would need to amend rules if HB 3129 passes.
269	James Struck	Youth advisory team for Susan Castillo. Madras High School. States requirements are 4 English 2 Math. Says there are courses available. Doesn't believe it would be that much of a funding problem.
241	Paige Greenly	Youth advisory team for Susan Castillo. South Eugene High School. States students can take courses at Lane Community College.
275	Rep. Dallum	How many students have taken additional courses.
282	James Struck	Answers about 40 to 50 kids.
290	Chair Flores	Closes the public hearing on HB 3129 and opens a public hearing on HB 3075.

HB 3075-PUBLIC HEARING

294	Jim Keller	Committee administrator. Reads a summary of HB 3075
318	Sen. Kate Brown	Senator and majority leader. Testifies in support of HB 3075. Explains that foster children need one piece of stability.
345	Rep. Dallum	Asks how would we handle transportation.
356	Sen. Brown	Responds by saying a variety of avenues.
369	Rep. Roblan	States relationships with teachers are very important as they create a support structure among high school students.
382	Sen. Brown	Says a stable support structure is important.
386	Rep. Dallum	Asks if we can't move the student, can we move the money.

399	Sen. Brown	States she is willing to have the conversation. Not aware how difficult the problem might be. Raises concern about the 10 day timeline. 10 days is a long time in the life of a foster kid.
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TAPE 74, B

006	Angela Sherbo	Supervising Attorney of the Juvenile Rights Project. Testifies in support of HB 3075. States foster children need some sort of stability. It is our attempt to create a partnership and build upon something that already exists. Won't have a monetary impact. Want schools to speed up transition (EXHIBIT E).
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064	Brian Baker	Staff attorney with Juvenile Rights Project board. Submits testimony and testifies in support of HB 3075 as it gives students grounding. HB3075 attempts to keep students in their school and within their neighborhoods. Believes this will have a positive outcome on their students (EXHIBIT F).
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118	Amanda Burbank	Foster student. Tells her own story of moving schools and the benefits of attending a school for a longer period of time (EXHIBIT G).
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138	Julie McFarlane	Attorney for the Juvenile Rights Program. States those foster students under her care who could remain in one school for an extended length experience more success and healing (EXHIBIT H).
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154	Chair Flores	Asks why so many move so often.
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159	McFarland	Says Foster parents aren't equipped. A variety of reasons.
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173	Rep. Farr	Asks if a foster parent can enter the program for financial gain.
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178	McFarlane	States there is the image that yes, they do. But the reality is Foster parents do not do it for the money.
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188	Rep. Farr	Says parents don't realize what they are getting into.
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190	McFarlane	Agrees some don't know what they are getting into
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198	Rep. Lim	Wonders if there are ways to screen out parents who are not fit to serve.
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203	McFarland	Says it is a serious problem and they do their best.
234	Rep. Lim	Want to know how many times Burbank moved.
236	Burbank	Answers 11 times.
237	Lim	Hopes the girl is going to do well in the future.
244	Dallum	Asks about a staffing that can fix the placement problem?
246	Sherbo	States several steps, planning. But says a child sometimes ends up wherever there is an open door. Says this is due to lack of resources.
273	Rep. Dallum	Asks what prevents this from occurring.
277	Sherbo	Answers no specific preventions.
280	Rep. Dallum	Asks about a stay-put rule.
284	Sherbo	Responds no, there are specifics on the level of supervision, but this relates to special ed in most cases and not foster children.
301	Kevin George	Foster care program managers for Department of Human Services. Reads prepared statement in support of HB3075 (EXHIBIT I).
360	Rep Flores	Wonders the costs associated with HB 3075.
363	George	Says they try to calculate costs based upon reports. States it is tough to do. States Foster Parents do not make much money.
413	Randy Harnisch	Department of Education. Testifies D.O.E. supports the stability of students. Addresses specific issues concerning costs and newly appointed acts.
454	Rep. Dallum	Asks if they look at money following students.
467	Harnisch	Answer there is an understanding that juveniles are residents of home districts even if they move to another district.

488	Rep. Dallum	Wants a provision that money follows students.
506	Harnisch	Says he needs to talk with school finance gurus before commenting with certainty.
518	Rep. March	Asks what would be an appropriate time period.

TAPE 75, B

021	Harnisch	Recommends a truncated record.
030	Chair Flores	Says she doesn't see why it can't be faster process.
034	Harnisch	States the records are sometimes very large.
046	Beth Kapch	Children First. Submits testimony and testifies in support of HB 3075. Thinks it creates educational continuity (EXHIBIT J).
061	Katheryn Weit	Oregon Council on Developmental Disabilities. Believes it is very good policy. States stability is critical. Says it is hard to help a student without knowing or having a history on the students.
086	Chair Flores	Closes public hearing on HB 3075 and opens a public hearing on HB 2554.

HB 2554-PUBLIC HEARING

088	Jim Keller	Committee Administrator. Reads a summary of HB 2554.
106	Morgan Cowling	Legislator director of the Oregon student association. Supports -5 amendments to HB 2554. Outlines and explains each amendment.
149	Rep. Dalto	District 26. Lends his support and wants this bill to move forth.
158	Chair Flores	Closes the public hearing on HB 2554; opens a work session on HB 2554.

HB2554-WORK SESSION

176 Rep. Dallum **MOTION: Moves HB 2554 to the floor with a DO PASS recommendation as amended and BE REFERRED to the committee on Ways and Means.**

VOTE: 7-0-0

Chair Flores Hearing no objection, declares the motion CARRIED.

198 Chair Flores Closes the work session on HB 2554. Adjourns meeting at 2:47pm.

EXHIBIT SUMMARY

- A. HB 3129, Governors commit to making high school tougher, John Lim, 3pp
- B. HB 3129, Fact and Figures, John Lim, 2pp
- C. HB 3129, Testimony in opposition of House Bill 3129, Deb Andrews, 16pp
- D. HB 3129, Student Achievement Gains, Margaret DeLacy, 2pp
- E. HB 3075, written testimony, Angela Sherbo, 12pp
- F. HB 3075, written testimony, Brian Baker, 6pp
- G. HB 3075, R.E.A.C.H., Amanda Burbank, 2pp
- H. HB 3075, Written Testimony, Julie McFarlane, 3pp
- I. HB 3075, Written Testimony, Kevin George, 2pp
- J. HB 3075, Status of Oregon's Children County Data Book 2004, Beth Kapch, 5pp
- K. HB 2554, Follow-up, Marge Reinhart, 3pp