

**HOUSE COMMITTEE ON COMMERCE**  
**SUBCOMMITTEE ON TRADE AND ECONOMIC DEVELOPMENT**

February 08, 1999 Hearing Room 350

1:00 p.m. Tapes 5 - 6

**MEMBERS PRESENT: Rep. Jerry Krummel, Chair**

**Rep. Ryan Deckert**

**Rep. Bob Montgomery**

**Rep. Diane Rosenbaum**

**STAFF PRESENT: Jason Cody, Administrator**

**Annetta Mullins, Administrative Support**

**MEASURE/ISSUES HEARD:**

**HB 2153 ñ Public Hearing**

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
<b>TAPE 5, A</b>		
004	Chair Krummel	Calls meeting to order at 1:08 p.m. and opens the public hearing on HB 2153. Announces that the committee has invited testimony from education interests.
<b><u>HB 2153 ñ PUBLIC HEARING</u></b>		
018	Jason Cody	Administrator. Reviews provisions of HB 2153 and the list of invited witnesses.
035	David Rike	Director of Technology, Department of Education (DOE). Introduces Chris

		Durham, Jean Thorne, Tom Cook, Bob Nelson and Dennis Schultz. Adds that Jack Turner from Cyber School will be attending on Wednesday, and that Dave Fajer, Budget Analyst, Department of Administrative Services (DAS) is in the audience.
048	Rike	Submits packet of information on Oregon Public Enterprise Network (O.P.E.N.) <b>(EXHIBIT A)</b> . Comments on need for computers in classrooms. Compares introduction and necessity of computers to introductions and uses of the typewriter, TV and telephone.
068	Rike	Cites statistics on computer use and lack of technology in Oregon schools from the report, "1997-98 Oregon Educational Technology Survey" <b>(EXHIBIT A)</b> . Of the 27,362 classrooms in Oregon, only 50 percent have a telephone. In 1997-98, of the 1,237 schools, 210 had no internet connection. Of the 1,027 schools that were connected, only 50 percent of the classrooms were wired. Out of 1,237, only 170 schools are participating in some kind of remote classes, distance learning. Out of 1,237 schools, only 49 schools use video conferencing.
086	Rike	Cites statistics on school buildings and needs to provide computer services:
090		<ul style="list-style-type: none"> <li>• Average age of school building is 48 years</li> </ul>
099		<ul style="list-style-type: none"> <li>• Large part of the cost of wiring the buildings is in electrical remodeling</li> </ul>
107	Rike	<ul style="list-style-type: none"> <li>• Teachers have to be trained in technology and be able to integrate the internet into the classroom curriculum</li> </ul>
110		<ul style="list-style-type: none"> <li>• Maintenance and operations costs</li> </ul>
116		<ul style="list-style-type: none"> <li>• Computers, except for computers to serve as the servers, are not included in the bond request</li> </ul>
124		<ul style="list-style-type: none"> <li>• Need for technical knowledge and understanding of what computers can do</li> </ul>
132		<ul style="list-style-type: none"> <li>• 194 of 218 schools and ESDs have technology plans</li> </ul>
139		Comments that only \$3 million has been dedicated for technology by the legislature during the last two sessions. A \$150 million bond is ready for capital improvements and technology. Believes the \$150 million will be insufficient. HB 2153 includes a request for lottery bonds in the amount of \$150 million expressly for technology for schools.
149	Rike	Adds that DOE will coordinate and present testimony on eight points: use of technology in schools, existing and planned; connecting to technology resources, existing and planned; rural connectivity for schools; internet course development; distance learning through the internet; how the use of bond money

		will improve education; and how DOE supports the statewide backbone proposed by DAS.
161	Rep. Montgomery	Asks if the schools could not have spent part of the \$4.3 billion appropriated by the legislature on computers.
165	Rike	Acknowledges that the districts could have spent part of the money on computers.
167	Jean Thorne	Governor's Education and Workforce Policy Advisor. Explains that her job has been to make sure all the right people are in the room when the issues were being discussed.
185		Comments she will talk about uses for the bond funds and will mention some areas they believe will need amendments:
192		<ul style="list-style-type: none"> <li>• First duty is to make sure all schools are connected, currently over 200 of the K-12 schools are not connected</li> </ul>
		<ul style="list-style-type: none"> <li>• Content development of internet courses will be important</li> </ul>
210		<ul style="list-style-type: none"> <li>• Capacity for distant education at all high schools and education service districts (ESDs)</li> </ul>
213		<ul style="list-style-type: none"> <li>• Community colleges must be a strong partner and connect</li> </ul>
215		<ul style="list-style-type: none"> <li>• Increasing the number of classroom connected</li> </ul>
222		<ul style="list-style-type: none"> <li>• Need to determine what kinds of expenses will be eligible for bonds, and how much the school districts must cover</li> </ul>
234		<ul style="list-style-type: none"> <li>• State-level activities include at \$2.5 million for internet course development, some hub equipment through DAS that would allow schools to connect, and some additional infrastructure support for O.P.E.N. The total would be \$4.4 million.</li> </ul>
241	Thorne	Adds they feel it is important to pull in some pieces that relate to community colleges. About \$1 million would be for content development and another \$1 for infrastructure networks for community colleges. The total would be \$6.4 million.
247	Thorne	They are looking at the need to connect all the schools; over 200 schools are not yet connected, and distant education capabilities at every high school and ESD. The bond funds can pay for certain amounts and the districts would need to pay some of the on-going costs.

255	Thorne	The plan is that DOE would put out a request for application to school districts to let them know funds are available to connect the schools and for video networking for distant education, and advising them of the cost that the district would have to pay.
264	Thorne	The projection of costs to connect the additional school is about \$2 million. If all 210 high schools and ESD choose distance learning, the cost is projected at \$6 million. Once ODE knows how many schools want to participate, the remainder of the bond funds would be available to school districts for the wiring of the classroom and remodeling that might be necessary on a per-student basis.
289	Thorne	Responds she believes amendments will be needed in three areas. References would need to be to community colleges. About \$2 million of the \$50 million would be specifically for community colleges. They would want to clarify that the State Board of Education would ultimately need to approve the eligible expenses. And they would want an amendment to allow payment on existing bonds in districts that have already gone ahead.
318	Rep. Hill	Asks if they have a model classroom in mind.
322	Thorne	Replies that Dave and Tom Cook can talk about the schools.
338	Rep. Hill	Asks what the governor's purpose is for pushing this bond.
331	Thorne	Stresses the importance of assuring a quality education and improving students' lives.
370	Rep. Montgomery	Asks if the 210 schools that are not connected are spread throughout the state.
375	Rike	Responds that the schools are spread throughout the state and Tom Cook can talk about specific schools.
401	Chair Krummel	Asks if a trust fund will be set up.
412	Thorne	Responds that in the case of community college and K-12 there is more need than dollars. The State Board of Education will ultimately decide the criteria for eligible expenditures.
<b>TAPE 6, A</b>		
014	Tom Cook	Director of Oregon Public Enterprise Network (O.P.E.N.). Submits and reviews packet of information <b>(EXHIBIT A)</b> .
054	Cook	Reviews statistics on fact sheet Helping Kids by Helping Teachers <b>(EXHIBIT A)</b> and updating survey results from report, "1997-98 Oregon Educational

		Technology Survey"..
055	Cook	States their goal is to provide one computer for every four students. For the 211 schools that are not connected, the goal is to have four points of presence in each school as a minimum to start. It could include a connection in the library-media center and in the administrative office. Of the 11,000 classrooms that do have wiring, power seems to be the biggest challenge. The ages of the buildings are such that the ability to wire the schools has become a challenge to the local districts.
072	Cook	Comments that after all classrooms are wired, all schools are connected and all students have access, the issue is content. They will talk about the content being developed through CyberSchool, distance education types of resources and the type of support that will be needed.
079	Cooks	Reviews Students Recycling Used Technology (STRUT) program in O.P.E.N <b>(EXHIBIT A)</b> .
091	Cook	Comments on the partnership with Intel to build computers <b>(EXHIBIT A)</b> , U.S. West Grant for two-way interactive video, CISCO course in the high schools for teaching students about support of technology, telecommunication infrastructure and management, Meyer Trust support of the Intel challenge, Hewitt Packard's contribution of equipment. Lists public sector partnerships: the Oregon Widearea Network (OWN), a collaborative effort with Higher Education, Community Colleges, state agencies and K-12 in building a state intranet. Through DAS they have been able to take advantage of the fast packet contract that brought a lower level of cost for connectivity, sometimes reducing a monthly recurring cost of \$2,200 to \$450 per month. The Department of Education has provided some grant funding. OSHA provided a grant to do a study on ergonomics. A grant from the State Library for over \$400,000 allowed them to begin bringing online library and media resources to the classroom. The 1997 legislature provided a \$2 million funding allocation to develop content development.
158	Bob Nelson	Superintendent of Linn-Benton ESD and Project Director for the O.P.E.N. clearinghouse. Speaks about easy access to the internet through O.P.E.N <b>(EXHIBIT A)</b> .
244	Nelson	Comments that one of the challenges facing Oregon Teachers is how to better assess student work. In the near future, the classroom teachers will have the ability to go on site, see student work, score it and get immediate feedback.
258	Nelson	Adds they have purchased a statewide license to a service called AgEdNet. Passwords have been provided to all the agriculture and science classrooms in Oregon. Tried to design most resources around searchable databases.
271	Nelson	They are developing a lot of products for Just In Time Teacher Training (JITT). Explains how a teacher can construct a web page on the classroom computer using O.P.E.N Resources.

297	Nelson	Explains program Supporting Teachers in Art with Quality Resources (STArt). <b>(EXHIBIT A).</b>
325	Dennis Schultz	Oregon Public Education Network, Program Manager, instructional technologist and classroom teacher. Explains that his presentation will be on multi-tasking but some the Oregon Standards Database, Practice Scoring and some of the pieces will not be shown because they are not linked to their server. Presents PowerPoint presentation on network programs available to classroom teachers:
345		<ul style="list-style-type: none"><li>• STart</li></ul>
404		<ul style="list-style-type: none"><li>• Just In Time Teacher Training</li></ul>
424		<ul style="list-style-type: none"><li>• Teacher resources relating to professional development</li></ul>
430		<ul style="list-style-type: none"><li>• Policies for reference by building administrators</li></ul>
<b><u>TAPE 5, B</u></b>		
023	Schultz	Comments the 1,400 to 1,600 static web pages must be updated. Explains that a database can provide specific, segregated information to a teacher. Adds that they rely heavily on DOE for much of the content because the standards are the beginning of a teacheris hunt for good materials. Teachers need to know the assessment tools are up to date. Explains process and time of updating information received from DOE and policies adopted by the Board of Education. Adds that examples of assessments of writing and math problem solving are accessible by the teachers. The administration manual is also available on-line.
070	Schultz	Displays Education Resources site. Explains that the district site can be accessed and linked to each school in the district. Links are also available to ESDs and important educational organizations.
097	Schultz	Explains that the difficulty is if a linked site moves.
105	Schultz	Displays links that can be made by teachers when scoring student papers.
121	Rep. Deckert	Comments that the first goal is to make sure every child has technology built into their experience and cautions against spending money outside the biggest priorities.
133	Bob Nelson	Explains the reason they have designed everything around the content standards is the certificate of initial mastery (CIM) targets.
144	Tom Cook	Comments the priority in the use of the bond funds would be to get connectivity to those schools that are not yet connected and to make sure the content is

		available. The fourth component of the funding would be to refund to the districts through an allocation for those schools that have moved forward through their own bond process. Thinks the priority setting process is working.
166	Cook	Comments on percentages of schools having access to the internet and percentages of schools connected. Will make available figures on percentages of schools connected and specific breakdown at each school. The use of the funds will be prioritized to make sure the schools not connected have the opportunity to be connected and to get the classrooms wired.
203	Rep. Deckert	Asks if, in two years, whether would be we able to say that every child would have the same access the moneys are appropriated
215	Rike	Comments the school districts will have the option of applying for funding. It is not a mandate but the superintendents around the state are very interested in making this happen.
236	Nelson	Adds that part of the equation is content. Explains resources to be included. Gives example of Monroe High School being able to connect to CyberSchool allowing them to meet the CIM requirements.
256	Rep. Deckert	Comments his concern is not only access but also the availability of professional development.
273	Schultz	Explains Professional development programs for classroom teachers. Shows scoring of student papers.
350	Schultz	Continues presentation on Master Webster Competition. Explains the program uses a grading system as staff development on grading student papers; it is targeted at student teacher teams.
390	Schultz	Highlights Oregon Authors Project. Explains it is a reading assessment project.
424	Nelson	Adds that Jack Turner will appear before the committee on Wednesday to provide information on CyberSchool. Comments there are a lot of partnerships with school districts, ESDs, foundations and the private sector. Tom Cook will share promising developments through the U. S. West grant to provide two-way active voice video.
<b><u>TAPE 6, B</u></b>		
015	Cook	Explains that the project called OPEN Access 21 initiated from a U. S. West grant of \$1.2 million in cash and close to \$2 million in-kind in support training. Refers members to flyers in packet ( <b>EXHIBIT A</b> ). Explains the project brings a process and method of two-way interactive capability. It will provide an opportunity for classes to be provided to any location in the state anytime. The first goal is to provide curriculum content to classrooms. The second goal is for staff development and training for teachers. The third is videoconferencing.

		Fourth is to do some partnering with the communities and other educational partners.
040	Cook	Comments that this month all 21 sites will be connected. Most are in schools and classrooms. Some are in ESDs where the teacher and staff development will be used more frequently. Gives example of classes being offered next fall in language and math in Jackson County. Region 9 has a class that will be offered through the community college to high school students in Sherman County. An attempt will be made to link Portland Public Schools' classes in language and math and make them available around the state.
063	Cook	Gives example of teleconferencing with Sen. Ferrioli and citizens of Sherman County. Adds that one of the biggest challenges is different school hours.
088	Nelson	Reviews use data: in October, there were almost 200,000 hits on websites; 465 per day, average use time was 12 minutes each and now is down to 10 minutes. Adds that emphasis is on quality. It provides assistance to teachers, students and DOE.
148	Cook	Comments their vision is to bring a level of connectivity to all schools. They believe that the resources now becoming available are going to become a critical part of an educational opportunity. They want to give all students access to the resources in an on-line environment and they are concerned about the volume of resources and quality of resources. They are working very hard in staff development and training so teachers will have an idea of media resources.
168	Cook	Refers members to the "1997-98 Oregon Educational Technology Survey Report" ( <b>EXHIBIT A</b> ). Comments he believes the next largest challenge will be the support of the technology.
184	Chair Krummel	Asks if all teachers know about O.P.E.N.
190	Nelson	Responds they publish a newsletter every two months ( <b>EXHIBIT A</b> ) and make other public information materials available. Adds that the database is now linked by other sites. Believes that word of mouth is the best way for teachers to know about OPEN.
227	Chair Krummel	Asks if this is more a student-based or teacher-based education model.
232	Nelson	Responds that as long as there is connectivity, access is universal. Adds that home schooling parents are also using the resource.
241	Chair Krummel	Asked if he can access other school districts from his school district's site.
243	Schultz	Responds they make great efforts to link to other sites and to make O.P.E.N. resources available.



280	Rep. Montgomery	Asks if the committee will hear from each department listed in the bill.
285	Chair Krummel	Responds he is seeking information on what the proceeds of the bill will be used for. Closes the public hearing on HB 2153.
293	Chair Krummel	Adjourns meeting at 2:43 p.m.

Submitted By, Reviewed By,

Annetta Mullins, Jason Cody,

Administrative Support Administrator

#### **EXHIBIT SUMMARY**

**A ñ HB 2153, packet of information on Oregon Public Education Network (O.P.E.N.), David Rike, Tom Cook, 53 pp**