

HOUSE COMMITTEE ON EDUCATION

April 2, 1997 Hearing Room E

08:15 A.M. Tapes 83 - 85

MEMBERS PRESENT:

Rep. Dennis Luke, Chair

Rep. Terry Thompson, Vice-Chair

Rep. Roger Beyer

Rep. Ryan Deckert

Rep. Bob Jenson

Rep. Charles Starr

Rep. Ron Sunseri

MEMBER EXCUSED:

STAFF PRESENT:

Bryan Boehringer, Administrator

Joan Diaz, Administrative Support

MEASURE/ISSUES HEARD:

Informational Meeting - Oregon Public Education Network Clearing House

HJM 2 - Public Hearing

HB 3031 - 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
TAPE 83, A		
003	Chair Luke	Calls meeting to order at 8:15 a.m. Opens informational meeting on Oregon Public Education Network Clearing House

INFORMATIONAL MEETING - OREGON PUBLIC EDUCATION NETWORK CLEARING HOUSE

005	Norma Paulus	<p>Superintendent of Public Instruction, introduces Oregon Public Education Network (O.P.E.N.) slide presentation. Highlights:</p> <ul style="list-style-type: none"> * educational service districts utilizing the Network's current technology. * \$1M utilized to create "Help for Educators." * Entered into a partnership with Linn-Benton-Lincoln ESD and the O.P.E.N. staff to cull internet for educational issues. * Natural Resources, one CAM strand. * All schools could access, even small schools in Eastern Oregon. * Regional art facilities to organize effort in art instruction. * Institute of Science & Engineering in Portland to access math instruction.
075	Bob Nelson	<p>Deputy Superintendent, Linn-Benton-Lincoln ESD describes program created for the "now what" after you are on the internet. Features:</p> <ul style="list-style-type: none"> * Staff development: "Critical Design Considerations." * Useable products/services for teachers. * Supports ODE Reform Agenda. * Information broadly & effectively communicated. * Minimize duplication/maximize resources. * Comprehensive in design.

		* Statewide user base. (EXHIBIT A) [1] (
141	Nelson	Continues presentation.
239	Nelson	Continues presentation.
299	Nelson	Continues presentation and discusses contest for students to design web pages in a statewide competition with cash awards going to the school.
349	Chair Luke	Asks why work was coordinated with University of Oregon (Uof O) rather than Oregon State University.
	Nelson	Responds the U of O's Center for Advanced Technology and Education (CATE) was one of the subcontractors used due to their technological resources.
	Paulus	Comments that in negotiations with the university system for help on this project, Oregon State University gave a great deal of help and waived their indirect costs. The University of Oregon did not waive their indirect costs of \$20,000.
389	Nelson	Continues presentation.
TAPE 84, A		
002	Nelson	Continues presentation.
104	Rep. Thompson	Asks how quickly 400 schools can be connected.
	Paulus	Responds that some school districts have passed bonds to purchase the technology and hardware for connectivity. Varies from district to district. Federal Communications Commission, via The Telecommunications Act, makes its final ruling in May to prepare states for inside and outside wiring. Oregon has to be ready by September.
137	Rep. Thompson	Asks how many schools were connected last year.

	Paulus	Responds approximately 400-500 but long distance rates are not affordable for some school districts. By next September, Oregon has to be ready to take advantage of telephone discount rates.
159	Rep. Jenson	Asks if teachers are required to be computer literate.
	Paulus	Responds it is not a specific requirement. Most new teachers were "born into technology," but Oregon has an aging workforce.
176	Chair Luke	Appreciates testimony and presentation. Closes informational meeting and opens public hearing on HJM 2.
<u>HJM 2 - PUBLIC HEARING</u>		
220	Rep. Carolyn Oakley	Represents District 36, testifies in favor of HJM 2 (EXHIBIT B) . ² (
234	Sen. Veral Tarno	Represents Senate District 24, testifies in favor of HJM 2.
	Ron Harder	National Rifle Association representative, testifies in favor of HJM 2.
256	Rep. Beyer	Represents District 28, testifies in favor of HJM 2.
275	Maggie Pinkston	Member, South Coast Shooting Association and Women Against Crime & Emergency Association, teaches "Eddie Eagle" program through the D.A.R.E. program in schools. Has introduced program in schools and has instructed approximately 700 children in firearm safety (EXHIBIT C) . ³ (
	Dave Shenholster	Lieutenant, Albany Police Department, testifies in favor of HJM 2. Has used "Eddie Eagle" program to instruct children in fundamentals of firearm safety.
333	Tim Pitzer	President, Albany Rifle and Pistol Club, testifies in favor of HJM 2 (EXHIBIT D) . ⁴ (

TAPE 83, B		
004	Pitzer	Continues testimony.
024	Sen. Gary George	Represents Senate District 2, testifies in favor of HJM 2.
034	Carl Barner	Educational Coordinator, Four Corners Rod & Gun Club, testifies in favor of HJM 2.
042	Jim Coughlin	President, Oregon State Shooting Association, testifies in favor of HJM 2. Comments program has been taught to approximately 10 million children in the U.S. (EXHIBIT E) . ⁵ (
054	Ivan Sanderson	President, Capital Chapter, Oregon Hunters Association, testifies in favor of HJM 2.
070	Norm Cobb	Member, Four Corners Rod & Gun Club, testifies in favor of HJM 2.
077	Ole Olson	Owner, Ole's Gun Shop, testifies in favor of HJM 2. Speaks on behalf of licensed gun dealers in the area who support the measure which teaches children the fundamentals of firearm safety.
	Benny Martinez	Range Officer, Four Corners Rod & Gun Club, testifies in favor of HJM 2.
093	Marcel Bendshadler	Private citizen, testifies in favor of HJM 2.
144	Greg McMurdo	Deputy Superintendent, Department of Education, testifies in favor of HJM 2 (EXHIBIT F) . ⁶ (
168	Justin Burns	Member, Oregon Gunowners Association, testifies in favor of HJM 2.
174	Rep. Jenson	Represents District 57, testifies in favor of HJM 2.

189	Chair Luke	Comments that committee will add this bill to Friday's agenda and hold a work session at that time.
	Rep. Thompson	Comments that in his youth there was no training for youths in gun safety.
	Chair Luke	Closes public hearing on HJM 2. Opens public hearing on HB 3031.
<u>HB 3031 - PUBLIC HEARING</u>		
210	Chair Luke	Asks staff to explain amendments.
	Bryan Boehringer	Committee Administrator, explains -1,-2, -3, -4, -5, and -6 amendments (EXHIBIT G) . ⁷ (
	Rep. Jenson	Questions why there is a difference in years cited in the -3 amendments, Section (4) and the -5 amendments, Section (4).
	Boehringer	Responds there needs to be a correction to the year in the -3 amendments. Will contact Legislative Counsel for correction.
287	Dick Togni	Curriculum Coordinator, Salem Keizer School District, testifies in favor of HB 3031 and the proposed amendments presented (EXHIBIT H) . [8] (
360	Rep. Sunseri	Asks if incentives are needed in order to complete the process.
	Togni	Responds that incentives will make process easier and will expedite the process. Limited resources complicate any new project.
380	Vickie Totten	Executive Director, Oregon Community Colleges Association, testifies in favor of HB 3031 with the amendments. Explains OCCA supports the extension of the timelines and the idea of an incentive, and asks Department of Education to adopt the rules before implementation

(EXHIBIT D).⁹(

TAPE 84, B

002

Totten

Continues testimony.

029

Cindy Hunt

Legislative Counsel clarifies the six amendments to HB 3031.

Rep. Jenson

Discusses his preference in keeping the "within two school years." Would not be in favor of the -1 amendments.

Hunt

Resumes testimony.

Chair Luke

Questions the difference between the -2 amendments vs. the -3 amendments.

136

Hunt

Clarifies each set of amendments.

160

Judy Patterson

Associate Superintendent, Department of Education, comments that ODE needs time to finish adopting standards and the rules by year 2000. That would afford schools enough time to implement, if CAM is being offered in year 2004.

191

Chair Luke

Asks which one of the amendments gives ODE the flexibility to implement CAM.

Patterson

Responds ODE prefers the original amendments which indicate year 2000.

Rep. Jenson

Comments one of problems he had with original bill was the time between proposed and final standards. Asks when are final standards to be issued. Asks question regarding Section 27, chapter 60.

245

Boehringer

Responds to question. Suggests drafting conceptual amendments from ODE and the Governor's office altogether; one with an incentive program and one without an incentive program.

	McMurdo	Clarifies ODE's preference on amendments.
	Hunt	Comments that all agencies must submit rules to Legislative Counsel within scope and intent of the legislation, ranging from introducing legislation to any number of things.
322	Chair Luke	Comments that in HB 2991 (1995), it was stated ODE must come to Legislative Assembly and spell out cost, etc.
	Rep. Jenson	Asks if "available resources" language is necessary in the bill in light of the current court decision about equalization.
TAPE 85, A		
002	Rep. Beyer	Discusses the re-drafting of amendments; prefers language in the -1 and -3 amendments not be deleted.
013	Chair Luke	Continues discussion of each of the amendments.
	McMurdo	Asks if amendments can be drafted with a "wish list." Explains ODE would be willing to delete "proposed standards." ODE is interested in finality; when submitting rules to Legislative Assembly in 1999, they will not be the "proposed" rules, but the final rules and standards. Legislative Assembly does have authority to change them.
071	Chair Luke	Suggests ODE return to the Legislative Assembly before March 1, 1999 and answer questions not completely answered in this session.
	Hunt	Repeats language for clarification. Year 2003 becomes 1999, delete "proposed" standards and rules, subsection 2 would be deleted, subsection 3 remains with a different date of year 2004.
113	Rep. Jenson	Comments that in subsection 2 there is discussion regarding incentive programs.
	Chair Luke	Comments that section will be incorporated separately.

143	Chair Luke	Asks for input from committee regarding the -6 amendments "required to show progress."
	Rep. Jenson	Asks what does "required to show progress" accomplish.
183	Patterson	Responds ODE would like to be able to provide technical assistance to school districts.
	Rep. Jenson	Asks if a school district is slow in reporting, what happens if no progress is shown.
	Rep. Deckert	Asks how progress is measured.
222	Patterson	Responds progress is measured by reviewing staff development, curriculum alignment, etc.
	Chair Luke	Explains a method by which ODE could formulate a progress list indicating where one district should be at a given point in time.
	Patterson	Comments there are 244 high schools in the state that give ODE that kind of information. There are schools that have already started the process.
	Chair Luke	Asks when rules are adopted and when they are in effect.
305	McMurdo	Responds that no school is required to follow timelines until year 2004.
336	Chair Luke	Discusses the final wording on additional amendments.
370	Rep. Jenson	Comments he prefers a trigger date be specified in the amendments.
	Chair Luke	Closes public hearing on HB 3031. Adjourns meeting at 10:45 a.m.

Submitted By, Reviewed By,
Joan Diaz, Bryan Boehringer,

Administrative Support Administrator

EXHIBIT SUMMARY

[1] A - Oregon Public Education Network, written materials, Bob Nelson, 10 pp

²(B - HJM 2, written materials, Carolyn Oakley, 3 pp

³(C - HJM 2, written materials, Maggie Pinkston, 35 pp

⁴(D - HJM 2, written testimony, Tim Pitzer, 2 pp

⁵(E - HJM 2, written materials, Jim Coughlin, 6 pp

⁶(F - HJM 2, written materials, Greg McMurdo, 1 pg

⁷ G - HB 3031, proposed amendments, staff, 6 pp

[8](H - HB 3031, written testimony, Dick Togni, 1 pg

⁹(I - HB 3031, written testimony, Vickie Totten, 1 pg

HOUSE COMMITTEE ON EDUCATION

April 2, 1997 Hearing Room C

4:00 P.M. Tapes 86 - 88

MEMBERS PRESENT:

Rep. Dennis Luke, Chair

Rep. Terry Thompson, Vice-Chair

Rep. Roger Beyer

Rep. Ron Sunseri

Rep. Charles Starr

Rep. Bob Jenson

Rep. Ryan Deckert

MEMBER EXCUSED:

STAFF PRESENT:

Bryan Boehringer, Administrator

Steve Wermuth, Committee Clerk

MEASURE/ISSUES HEARD:

HB 3031 - Public Hearing

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Tape/#	Speaker	Comments
TAPE 86, A		
001	Chair Luke	Opens meeting at 4:04 p.m., and opens public hearing on HB 3031.
<u>HB 3031</u> <u>PUBLIC</u> <u>HEARING</u>		
020	Thomas Weideman	Regional Coordinator for Crook, Jefferson, and Deschutes Counties. States that he has had experience in CAM development out of SB 781, and that we can implement Certification of Advanced Mastery over time. Students will benefit from implementation of CAM. Supports

		amendments to HB 3031.
043	Chair Luke	Explains that the amendments call for the Department of Education to report to Oregon State Legislature as of March 1, 1999. Department of Education shall establish incentive programs, but not required before September 1, 2004.
051	Weideman	Asks if there are any provisions for incentive programs for schools that implement early and begin process before the deadline.
053	Chair Luke	Responds that the money is available
056	Beverlee Jackson	Crook County High School, pilot site for CAM development in 1994. States that Crook County High School is ahead of rest of state [EXHIBIT A] .
074	Jackson	Asks how long we must for seriousness about education reform. Explains that HB 3031 does not require schools to even begin implementation until 2003. It sends children the message they must begin, but need not finish. It expects children and students to reach high standards. Support amendments.
122	Jessica Lucas	Senior at Crook County High School. Explains that Crook County High School students did a random survey of 180 people, learned how to conduct a telephone survey, sort statistics and write analysis. She has taken two drafting classes, since then she has been working with Prineville City Planning Department. Her first task was to re-draw Crook County fairgrounds. CAM courses opened doors of opportunity. She plans to pursue architecture at Portland State University.
177	Vice-Chair Thompson	Asks what grade she is in.
182	Lucas	Responds that she is a senior.
TAPE 87,A		
001	Jim Harper	Chair, Regional Workforce Quality Counties Committee, Portland, [EXHIBIT B] . * Dedicated to assisting education reform. * Supports conceptual amendments. * Urges not to delay implementation of education reform.
040	Kristie Duyckinck	Teacher, Hillsboro High School [EXHIBIT C] . * Supports amendments. * Concerned about amount of staff training and planning time. * Critical needs for staff development: HIV/AIDS training, suicide prevention, racial/cultural sensitivity training, personal finance, drug prevention.

093	Bob Sari	Superintendent, Santiam Canyon School District. Comments that added time lines for HB 3031 are necessary. Asks who will pay for transportation for courses, books. Shows concerns of pilot programs.
140	Chair Luke	Comments that one size does not fit all. It will have to be adaptable enough that all districts, large or small, can use the program.
150	Chair Luke	Explains that HB 3031 requires Department of Education to come back next session and answer those questions.
166	Ed Otton	Principal, Cottage Grove High School [EXHIBIT D] . <ul style="list-style-type: none"> * Supports conceptual amendments. * Supports the fact that implementation is done in stages. * Currently in third year with CAM program.
190	Otton	<ul style="list-style-type: none"> * Allows schools to be models for those just starting with CAM. * Best salespeople for CAM are students who have gone through the program.
228	Jim Jamieson	Principal, Willamette High School [EXHIBIT E] . <ul style="list-style-type: none"> * Supports conceptual amendments. * Willamette High School original pilot sight. * CAMs are skill-based learning. * We have a 1950's school system.
277	Robert Bartlett*	Parent patron from Bethell School District. Asks what we would replace high-set standards with. Impressed with dedication and seriousness of students and teachers. Supports recommendation of amendments.
317	Denise Gudger	Curriculum Coordinator, Eugene School District [EXHIBITS F, G] . <ul style="list-style-type: none"> * Supports conceptual amendments. * Eugene developed CAM in 1994 with funding from SB 81. * Work to build relationships with community to provide opportunities for students and go to secondary level. * Student-based enterprises include student-run radio station, video production, two art galleries, and a facilities rental marketing enterprise.
347	Gudger	<ul style="list-style-type: none"> * Learning centered instruction requires students to think. * Students have opportunities to engage in guided learning experiences within community.

404	Chair Luke	Asks what Eugene is doing to keep parents involved.
406	Gudger	States that Eugene School District has very active site counsels, and all design teams for CAM development have parents, business and industry, and higher education people part of that design work.
413	Chair Luke	Asks how an area without a major college is able to do some of the programs like at the University of Oregon.
419	Gudger	Comments that distance learning is a wonderful opportunity in technology that we haven't fully tapped, like use of web pages for communities that have the technology. Also, distance conferences are a possibility to getting out there to rural communities.
TAPE 86,B		
030-180		Audio difficulties.
204	Nels Thompson	Principal, Philomath High School [EXHIBIT H] . * Supports amendments. * In favor of Education Reform Act. * Almost always, students say that their most meaningful learning experience has come from community-based service projects. * Legislative Assembly needs to provide time lines.
236	Chair Luke	Comments that Philomath is growing, and asks if there are any new high schools.
237	Thompson	Explains that there will soon be a proposal to build another primary school.
239	Chair Luke	Comments that the older buildings are a little harder to adapt to the technology, asks how that is being handled.
241	Thompson	Replies that Philomath High School has been very innovative in terms of the technology, and has had a gentleman come in and work with the kids, and the kids actually hardwire the building for both local-area and wide-area networks for our technology.
264	Rep. Thompson	Remarks that he has always admired the innovative procedures which that district has followed.
275	Jack Stoops	Superintendent of Central School District, Independence, Oregon [EXHIBIT I] . * Supports conceptual amendments. * The individual states are the only institutions to bring coordinated leadership and support to current reform movement. * Successful, high-performing schools focus on content rather than reform for its own sake.

320	Stoops	Explains that we should stay with the time lines. Our students deserve it, and we need to get ready and move into the next millennium.
342	Chair Luke	Asks if Western is the college closest to Independence.
343	Stoops	Responds affirmatively.
348	Chair Luke	Asks if that district mostly works with community college.
349	Stoops	Explains that they work primarily with Chemeketa Community College, and are just starting to work with Western Oregon University, and are entering into some partnership authority with Oregon State University.
367	Chair Luke	Comments that Western has a large grant and highly developed program for working with deaf children, and asks if there are any similar programs in their district.
374	Stoops	Responds negatively.
414	Janet Warrington	<p>Coordinator, Roosevelt Renaissance 2000 Project, Roosevelt High School, Portland [EXHIBIT J].</p> <ul style="list-style-type: none"> * Roosevelt is one of six original secondary developmental sites. * Supports conceptual amendments. * We have had curriculum in place since 1992-1993 school year. * Project provides classroom and work-based learning experiences in all six designated CAM areas. * This program is a part of the experience of all 1,300 students at Roosevelt High School.
460	Warrington	<ul style="list-style-type: none"> * Junior and senior students involved in CAM have internships in the business community that last 8 weeks to 7 months. * In addition to CAM, students continue regular required and elective classes.
TAPE 87,B		
029	Warrington	Explains that they have an indication from the 1996 graduating class, that these reform efforts are having an impact on our students. More students indicate that they will be going on to higher education. CAM and CIM will continue to serve as vehicles to raise student levels of achievement.
048	Marybeth Stiner	<p>Coordinator for CIM/CAM programs, David Douglas High School, Portland [EXHIBITS K, L, M].</p> <ul style="list-style-type: none"> * Supports conceptual amendments. * Have been developing CAM programs for seven years. * Have seven CAM programs.

		* All of our students select a career path area and focus on a menu of electives.
098	Chair Luke	Compliments exhibits.
105	Stiner	<p>* Our CAM programs are career path programs.</p> <p>* There are currently over 400 students enrolled in our seven CAM programs.</p> <p>* Starting with class of 1999, all students, when juniors, will be enrolled in one of seven CAM courses.</p> <p>* Last year, CAM students worked with Boeing, and produced a race car and a proposed light rail system.</p>
151	Chair Luke	Asks if light rail project requires a federal grant or state matching money.
152	Stiner	<p>Answers negatively. Students raise the money.</p> <p>* CAM has encouraged students to achieve at a level higher than they expected possible, and keeps students in school.</p>
167	Jan Wetzel	<p>Business Partnerships Manager, Portland Public Schools</p> <p>[EXHIBIT N].</p> <p>* Supports conceptual amendments.</p> <p>* At Marshall High School, students have been developing kiosks for major corporations. They have computer technology courses as well as five foreign languages.</p> <p>* Students take skills and develop programs that is of use to community.</p>
217	Wetzel	<p>* Students have done programs for Umatilla Indian Tribe, Portland Trailblazers and National Football League.</p> <p>* At Jefferson High School, there are Health Sciences and Biotechnology programs. Students are trained to become nurses and a huge array of allied health careers.</p>
250	Wetzel	* At Portland Night High School, courses are based on CAM programs, and provide opportunity to receive a high school diploma. Students are improving their lives.
275	Steve Olczak	<p>Principal, Reynolds High School, Troutdale [EXHIBIT O].</p> <p>* Supports amendments.</p> <p>* CAM implementation process is an intricate part of Reynolds School District career pathway system.</p> <p>* In January 1997, Reynolds school board passed requirements for</p>

		<p>graduation for class of 2001, requiring 27 credits, portfolios and endorsement areas in career pathway majors.</p> <p>* Currently have a wide variety of CAM programs.</p> <p>* State of Oregon is the best facilitator to put standards in place.</p>
323	Chair Luke	Asks if Reynolds High School is still requiring PE and Health as prerequisites to graduation.
326	Olczak	Answers affirmatively. Explains that they also require three math credits and three science credits. Third math and third science credits could be geared toward CAM endorsement areas.
339	Chair Luke	Asks if Reynolds has cooperative efforts with Mount Hood Community College.
340	Olczak	Explains that they have talked about running shuttle buses, and are running courses at Mt. Hood Community College that their kids access, and are also running courses at the high school campus.
346	Larry Roach	<p>School to Work Coordinator for Marion, Polk and Yamhill counties.</p> <p>* Comments that a few years ago this state was given a wake up call, and responded by passing HB 3565.</p> <p>* Since passage of HB 3565, Oregon has been working to provide students higher academic standards, more focus, and lowering dropout rates.</p> <p>* Whether HB 3031 is adopted or not, it will not stop the schools that are moving ahead.</p> <p>* Adoption of time lines gives encouragement and support.</p>
393	Roach	<p>* Support conceptual amendments.</p> <p>* Our only lament is that it is pushed off until 2004.</p>
409	Bill Manley	<p>Staff Support for PAVTEC Education Consortium. Also Regional Coordinator for Professional Technical Education for Washington County and three school districts in Eastern Columbia County.</p> <p>* Commend committee for trying to provide some definition to HB 2991, by developing more specific time lines such as those in HB 3031.</p> <p>* Comments that definite plans produce definite results, indefinite plans do not produce indefinite results.</p>
TAPE 88, A		
001	Manley	<p>* Comments that work expands to the amount of time allotted for it.</p> <p>* Supports conceptual amendments.</p>

020	David Conley	Associate Professor, University of Oregon. * Supports amendments.
054	Chair Luke	Closes public hearing on HB 3031. Adjourns at 5:35 p.m.

Submitted By, Reviewed By,

Steve Wermuth Bryan Boehringer,

Committee Clerk Administrator

EXHIBIT SUMMARY

A - HB 3031, written testimony, Beverlee Jackson, 2 pp.

B - HB 3031, written material, Jim Harper, 13 pp.

C - HB 3031, written testimony, Kristie Duyckinck, 3 pp.

D - HB 3031, written material, Ed Otton, 3 pp.

E - HB 3031, written testimony, Jim Jamieson, 1 p.

F - HB 3031, written testimony, Denise Gudger, 2 pp.

G - HB 3031, written material, Denise Gudger, 8 pp.

H - HB 3031, written material, Nels Thompson, 1 p.

I - HB 3031, written material, Jack Stoops, 11 pp.

J - HB 3031, written material, Janet Warrington, 1p.

K - HB 3031, written testimony, Marybeth Stiner, 1 p.

L - HB 3031, written material, Marybeth Stiner, 4 pp.

M - HB 3031, written material, Marybeth Stiner, 39 pp.

N - HB 3031, written material, Janice Wetzel, 1 p.

O - HB 3031, written testimony, Stephen Olczak, 1 p.

P - HB 3031, written testimony, Dan Forbess, 1 p. **

Q - HB 3031, written testimony, Richard J. Darst, Ph.D., 1 p. **

R - HB 3031, written testimony, Dennis Douglass, 1 p. **

S - HB 3031, written testimony, Tim Pflaum, 1 p. **

*** - Inaudible. May not have name correct.**

**** - Testimony was sent by mail.**