

SENATE COMMITTEE ON
EDUCATION

Hearing Room
Tapes - 7

MEMBERS PRESENT:

Sen. Tom Hartung, Chair
Sen. Ken Baker
Sen. Shirley Gold
Sen. Marilyn Shannon
Sen. Cliff Trow

MEMBER EXCUSED:

Sen. Rod Johnson

STAFF PRESENT:

Fallie Calder, Committee Administrator
Carolynn Gillson, Committee Assistant

ISSUES CONSIDERED:

Report from OSSHE
Review of Governor's recommended budget

These minutes contain materials which paraphrase and/or summarize statements made during this session. Only text enclosed in quotation marks

report a speaker's exact words. For complete contents of the proceedings, please refer to the tapes.

TAPE A

005 SEN. TOM HARTUNG, Chair: Calls meeting to order at 8:03 a.m.
Committee discusses time limitations and numbers of people scheduled for the week's scheduled hearings on HB 3565 (1991 session).

105 Committee discusses alternative procedures for hearing the most people at the public hearings.

Report from Chancellor's Office

137 JOSEPH W. COX, Chancellor of OSSHE: Presents an overview of Chancellor's Office Budget 1993-1995. (EXH. A).

200 Discusses Chancellor's Office Review (EXH. B) as prepared by KPMG Peat Marwick, Management Consultants.

> Consultants suggested OSSHE move more into policy analysis and long term planning and push out to the campus as many of it's functions as practical.

220 SEN. TROW: Did the audit identify any duplication of services between the Chancellor's office and the campuses?

244 WELDON IHRIG, Vice Chancellor for Finance and Administration, OSSHE:

> Ongoing open dialogue exists with the campuses to identify areas of duplication.

> Looking at balance of delegating costs and reduced efficiencies versus centralizing some functions.

SEN. TROW: What can be done to minimize layers of bureaucracy and unnecessary red tape?

275 COX: If we win the Legislature's support for the Higher Ed Efficiency Act, and we fail to push decision making out of the Chancellor's office and to the institutions, you ought to send us packing.

IHRIG: Working with campuses to define how OSSHE would operate under the Act.

- > Need to get decision making down to the department level.
- > Talks about audits of OSSHE.

CHAIR HARTUNG: Communicate poorly with public on what higher ed does.
> Notes economic growth will be provided by higher education in the years ahead.

TAPE 7A

001 COX: Agrees OSSHE has not done a good job of building a base of support in the state.

> Task Force found declining general fund support has placed OSSHE into a market responsive position but there is a lack of attention paid to marketing.

050 LARRY LARGE, Vice Chancellor for Public Affairs, OSSHE: Talks about the public's understanding of OSSHE.

> Recommended to Board of Higher Education taking more control over what is said about the system.

> Need to communicate carefully and clearly to the public and not rely entirely on the news media.

094 COX: Explains the public affairs position will be changed to Vice Chancellor for Corporate and Public Affairs. No replacement has been selected for Mr. Large who will be going to Reed College.

SEN. TROW: Best way of reaching people of Oregon is having enthusiastic and satisfied consumers of it's services and faculty with high morale.

140 COX: Stabilizing the institutions means both fiscal stability and recognition of those people who have stuck with OSSHE.

156 SEN. SHANNON: Disparity exists between increases in K-14 and in higher ed.

COX: Our general fund reduction is approximately \$100 million.
> Present budget proposal contains a 14 percent reduction on 1993-95 dollars.

CHAIR HARTUNG: Expect higher ed to demonstrate the efficiencies from proposed changes.

COX: Talks about reductions in the Chancellor's office.

210 CHAIR HARTUNG: Talks about conference he attended in Florida put on by

the Danforth Foundation. Theme was improving results for children.
Compares Oregon to other states.

Review of the Governor's Recommended Budget

278 JOHN LATTIMER, Legislative Fiscal Officer: Describes how his office sees the Governor's budget and what is included for education.

> K-14 is Governor's highest priority - funds K-12 at 98 percent of current law requirements and funds community colleges very well.

> 60 percent of budget is combination of general fund dollars and lottery dollars.

> Distribution of funds is the biggest issue for the Legislature.

REP. BAKER: At what level are community colleges supported in the budget?

300 LATTIMER: General fund recommendation for 1995-97 is \$329 million - substantial portion is replacement of property taxes under Measure 5.

> Governor withdraws lottery dollars used last biennium and substitutes general fund dollars.

> Reduces higher ed budget by \$86 million but provides 4 percent a year tuition increase.

368 SEN. BAKER: Talks about reductions in higher ed budget in 1993 session.

TAPE 6B

015 LATTIMER: Continues to talk about the higher ed budget and corresponding inflation.

SEN. TROW: Higher ed has handled some of the cuts by increasing student costs and reducing programs.

LATTIMER: Talks about increased fees for students to offset the costs of providing services.

SEN. GOLD: Will the remaining lottery dollars in the Governor's budget go to economic development?

LATTIMER: Yes, a substantial portion of it.

> Reviews where lottery money goes in the Governor's budget.

> Talks about higher ed reductions in public services.

082 CHAIR HARTUNG: What savings will there be if OHSU becomes a public corporation?

LATTIMER: It would save some dollars.

> Reviews the costs that would remain.

SEN. TROW: Notes some of the program reductions in higher ed last biennium were made up with lottery dollars. If there are additional lottery dollars available, it would make sense to help restore cut programs.

CHAIR HARTUNG: Nothing in the budget addresses the 2 percent kicker.

108 LATTIMER: Budget accounts for no new revenues whatsoever other than some fees. A large portion of the fees are not general fund related and they are in higher ed.

SEN. GOLD: What is the sum total of projected fee increases in this budget outside of higher education?

LATTIMER: About \$8 million.

> Talks about the largest fee assessments in the budget that relate to the general fund.

SEN. GOLD: Question concerning costs of K-12 equalization.

LATTIMER: Depends on how you equalize and where to determine how much it costs. It can be held at existing level in the Governor's budget without allowing for inflation.

> Question is at what level you equalize to.

210 SEN. BAKER: Is the 98 percent support for K-12 based on the current budget or the current budget plus inflation?

LATTIMER: Plus inflation and enrollment increases.

SEN. TROW: Will some of the human resources programs that have ties to education programs not be supported as well in this budget?

LATTIMER: Explains that education (excluding higher ed) and human resources are the two main expenditures in the Governor's proposed total budget.

> Talks about reductions in human resources including no cost of living allowances.

> Difficult to define all education-related programs. Not all of them are funded.

> Notes the Governor does provide increases for prekindergarten programs.

300 SEN. GOLD: Has funding been cut for prekindergarten programs and for staff training for professional development?

LATTIMER: Yes, the Governor does fund those programs in this budget.

> Will provide the committee with more information on the amount of funding.

366 SEN. TROW: Notes public schools have made cuts in teacher training and in other areas that would make it possible for the school reform act to be implemented more smoothly.

LATTIMER: The Governor does provide \$10 million of lottery funds for 3565 related programs in the Department of Education.

429 CHAIR HARTUNG: Adjourns meeting at 9:25 a.m.

Reviewed and submitted by,

Carolynn Gillson, Assistant

EXHIBIT SUMMARY

A -- Report from Chancellor of OSSHE -- Chancellor's Office -- 2 pages

B -- Chancellor's office review -- Chancellor's Office - 2 pages

JOINT MEETING OF THE
SENATE COMMITTEE ON EDUCATION
AND THE HOUSE COMMITTEE ON HUMAN
RESOURCES AND EDUCATION COMMITTEE

**AMENDE D 4-21-95

Hearing Room

Tapes - 11

SENATE MEMBERS

PRESENT:

Sen. Tom Hartung, Chair
Sen. Ken Baker, Vice-Chair
Sen. Shirley Gold
Sen. Marylin Shannon
Sen. Cliff Trow

HOUSE MEMBERS

PRESENT:

Rep. Dennis Luke, Chair
Rep. Frank Shields, Vice-Chair
Rep. Bill Fisher
Rep. Mike Lehman
Rep. John Meek
Rep. Patti Milne
Rep. Barbara Ross
Rep. Lynn Snodgrass
Rep. Charles Starr
Rep. Terry Thompson
Rep. Sharon Wylie

STAFF PRESENT:

Fallie Calder, Committee Administrator
Carolynn Gillson, Committee Assistant

ISSUE CONSIDERED: OREGON'S EDUCATION ACT FOR THE 21ST CENTURY
(HB 3565 - 1991 Session)

These minutes contain materials which paraphrase and/or summarize
statements made during this session. Only text enclosed in quotation marks

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please refer to the tapes.

TAPE A

PUBLIC HEARING ON OREGON'S EDUCATION ACT FOR THE 21ST CENTURY

Witnesses: Vickie Totten, Oregon School Boards Assoc. (OSB A)
Mark Blanchard, Dayton
Francis Charbonnier, McMinnville
Ron & Mary Jo Davis, Cottage Grove
Elaine Taylor, Lake Oswego School Dist.
Marvin McConoughey, Corvallis

Witnesses: George Boles, Salem
Tom Malpass, HarriSB urg

Lloyd Dilbeck, Beaverton Education Assoc.
Betsy Davis, Eugene
Bonnie Grossen, Eugene
Bob Wilner, Confederation of Language Teachers (COFLT)
Janet Ritchie, Taft Elementary/Middle Sch. Lincoln City
Dennis Tuuri, Parents Education Assoc.
Randy Harnisch, Dayton High School, Dayton
Diane Thelan, Grant High School, Portland
Suzie & Peter Gilmour, Beaverton
Jon Bridges, Dayton High School, Dayton
Ken Miller, Albany
Patrick Burk, Portland Public Schools
Mike Pomeroy, Albany
Vida Eppich, Sherwood

005 SENATOR TOM HARTUNG, Chair: Calls meeting to order at 4:00 p.m.
> Sets ground rules for hearing.

050 VICKIE TOTTEN, OSB A: Reviews the information provided for the
committee (EXH. A).
> Gives overhead slide presentation outlining what HB 3565 does.

TAPE 9A

075 MARK BLANCHARD, concerned parent from Dayton: Reads his testimony
pointing out areas in bill he is concerned about particularly that schools
should not become sites for social services (EXH. B)

175 FRANCIS CHARBONNIER, parent and OSB A board member from McMinnville:
Reviews written testimony stressing that state-mandated programs be
flexible to accommodate a wide variation of local situations and resources
(EXH. C).

> Supports Act but believes Department's waiver granting authority should
be expanded.

> Reviews reasons why people are opposing the Act and describes three
recommended changes.

260 RON DAVIS, former teacher and parent from Cottage Grove: Reads his
testimony explaining why he feels the pilot program at South Lane School
District has failed (EXH. D).

363 MARY JO DAVIS, parent from Cottage Grove: Talks about the classes her
daughter missed in high school because of educational reform. Asks for
repeal of HB 3565.

405 ELAINE TAYLOR, Deputy Superintendent, Lake Oswego School District:
Reads testimony in support of HB 3565 but asks for flexibility in how to
design curriculum and implement the law's components, and relax timelines
for implementation (EXH. E).

TAPE 8B

030 REP. DENNIS LUKE: Did you have in mind that each school district would
develop their own timeline for implementation based on their own their
resources and submit their plan to the DOE? Decisions would still be made
locally.

TAYLOR: It fits with what would allow school districts to continue making
progress and encourages those who have not worked on it.

042 REP. LYNN SNODGRASS: Notes a discrepancy between oral testimony and

written testimony.

TAYLOR: We are in support of the concepts of the Act. It would be a mistake to throw out the Act just because there are a few parts we do not agree with.

054 SEN. MARYLIN SHANNON: How long have you been implementing this in your high school and have your SAT scores increased?

TAYLOR: Phasing in the performance based program with the two certificates according to the current timelines. Have not had a group of students at the 10th grade level ready to be certified for a CIM so have seen no effects on SAT scores.

> Intend to maintain much of the current system and have it co-exist with the new program. Expect achievement scores to raise.

> SAT scores are not a relative measure of the kind of improvement we are after.

095 **MARVIN McCONOUGHIEY, concerned citizen from Corvallis: Provides written testimony for the record regarding the Oregon Educational Act for the 21st Century (EXH. F). Oral testimony: "Senator Hartung, committee members. First of all, my name for the record is Marvin McConoughey. I want to thank you for holding a genuinely public meeting. It is deeply appreciated. I live in rural Benton County. My academic background is in management. My work background is in systems management. With respect to House Bill 3565, it is, in my judgment - after reading more than 2,000 documents over the past two years and nearly 100 books - overly ambitious, inefficient, and has weak theoretical support in the literature.

I recommend that number one, that you repeal the act, even though I can give you a list of things I like within the act, as isolated benefits. If you do not repeal it, I then recommend that you perform major surgery. And, as a third and final recommendation, in this very brief public forum, I recommend that Oregon joins the National Assessment of Educational Progress, so that we can have longitudinal knowledge of how our students are doing. As you know, with SAT scores, each year we are dealing with a brand new student sample, with a few rare exceptions, so that we are never quite sure whether we are talking about school achievement or whether we are talking about a new group of students who perform differently.

I have deliberately kept my testimony short. Are there any questions?"

124 GEORGE BOLES, concerned citizen from Salem: Reviews written testimony asking for support and funding of the Act because it is a guarantee of more literate Oregonians (EXH. G).

197 TOM MALPASS, representing HarriSB urg Union High School: Opposes HB 3565 and asks that the law be repealed this session.

> Urges committee to look at how many times this type of education plan has failed and look at the costs.

> Will ask for \$250,000 to retrain teachers if the law is not repealed.

> Submits written testimony on behalf of Robert Holland (EXH. H).

233 REP. LUKE: Enters into the record written testimony from Jeff Lipscomb, Penny Lulich, Mary Ann Richards, and Shannon Bauhofer, all from Bend and all opposed to the Act (EXH. I).

241 LLOYD DILBECK, Beaverton Education Assoc.: Testifies on behalf of the teachers in Beaverton.

> Describes changes in the Beaverton School District and how teachers are being adversely effected.

> Requests modification of timelines.

280 BETSY DAVIS, concerned parent from Eugene: Talks about problems her son is having with the current curriculum being implemented in Eugene and it's lack of evaluation.

> Curriculum is totally discriminatory towards disadvantaged youth - those without the home environment to supplement what the public education system

is not giving them.

> Asks for the law to be repealed.

381 BONNIE GROSSEN, researcher from Eugene: Reviews her written testimony outlining why she is concerned about "developmentally appropriate practices" (DAP) and asking where the newly adopted

teaching practices are working, how will we know if the reforms are working

in Oregon, and how can improvements in teaching be identified (EXH. J).

> Stresses the need for rigorous statewide academic standards and a way to test those standards; need to allow individual schools to choose their practices and prohibit the DOE from prescribing or recommending teaching practices; and need to look at the results of tests to identify the best practices.

TAPE 9B

047 BOB WILNER, Confederation for Language Teachers (COFLT): Reviews his written testimony in support of the Act (EXH. K) because young people need to be educated for life in a world-wide matrix.

> Supports the requirement for proficiency in a second language

> Feels "outcome based education" (OBE) means substantial increase in learning expectations.

138 REP. LUKE: How will small school districts implementing the Act implement the language requirement?

WILNER: It is a long draw out process. If we wait until it is easy, it will never happen.

> COFLT recommends a deferred implementation.

165 JANET RITCHIE, learning specialist from Taft Elementary/Middle School, Lincoln City:

> Reviews written testimony outlining how Oregon's schools are not ready for reform because of budget cuts, overcrowding and attempting to meet the needs of at-risk students (EXH. L).

230 DENNIS TUURI, Parents Education Assoc: Hopes homeschoolers are not threatened with loss of employment opportunity or college opportunity if they do not achieve the CIM and CAM requirements.

260 SEN. GOLD: Need to know what proposals should replace HB 3565 if it were repealed.

282 RANDY HARNISCH, High School biology teacher from Dayton: Reviews how he is implementing the CIM benchmarks in his classroom.

> Teaches the content normally covered in a high school biology class.

> Teaches the foundation skills in HB 3565 - communication, collaboration,

use of technology, self-directed learning, to quantify and to think.

- > Reinforces use of concepts learned in one class in other subject areas.

- > Teaches students to apply content material and foundation skills through the core application for living outcome.

- > Encourages legislators to continue support of the bill.

351 SEN. TROW: Are you satisfied with actual knowledge students are getting?

HARNISCH: Covering the content adequately. Activities and projects reinforce the content.

364 DIANE THELAN, government teacher at Grant High School: Requests more flexible implementation timelines.

- > Tells how members of their own staff during in-service time share information on innovative programs they have started.

- > Succeeding with efforts takes time, research, resources, trial and error

and constant readjustment

TAPE 10A

032 SUZIE GILMOUR, concerned parent from Beaverton: Compares results from a 1985 California Achievement test with a recent report card for her eight year old son.

PETER GILMOUR, student from Beaverton: Missed teaching time in the classroom when he was pulled out for his Chapter I instruction.

- > Teachers did not want students coming up for corrections on papers - had to ask other students for correct answers.

- > Does not want HB 3565 in the schools because he is being homeschooled now and misses his friends.

S. GILMOUR: Explains how difficult it has been to reach his achievements.

086 JON BRIDGES, math teacher from Dayton High School: Talks about SAT results for Dayton High School students.

- > Test measures what they are teaching.

- > Gives examples of what was being taught and what is being taught for achieving the CIM.

- > Explains how the tasks for achieving the CIM will give kids abilities to take with them through life.

- > Mandates will force teachers to change the way they teach.

169 KEN MILLER, from Albany: Explains why he pulled his two children out of public school and put them in private school.

- > Against certain views being forced on children in order to get a CIM or CAM.

- > Measurement of achievement seems to be very vague.

- > No student should be penalized or discriminated against because of their beliefs.

- > Like to see the law repealed or put on hold until it has been tried out in pilot programs.

- > Teachers feel intimidated if they don't feel comfortable with the reforms.

- > Opposed to social services interfering with people's home life.

265 PATRICK BURK, Director of Oregon Education Improvement Act Development for Portland Public Schools: Provides summary of activities implementing

HB 3565 (EXH. M)

> See for the first time a common goal between local school districts, DOE and higher education to elevate standards for all Oregon students.

> Must ensure public school students can reach the proficiencies required in CIM - need seamless unified curriculum in K-12.

> More focused planning in schools, a reduction of dropouts, student held more accountable for their work and more precisely evaluated in what they know and can do.

> Site counsels established and developing school improvement plans for each school.

> Notes changes have been made inspite of difficulties.

350 > Lists concerns addressed in SB 98.

363 SEN. BAKER: What is your district's position on legislation changing makeup of site-based counsels to include more parents?

BURK: Supports provisions in SB 98.

383 MIKE POMEROY, concerned parent from Albany: Refers to Section 4(c) in HB 3565 and explains why he is concerned about language defining the family and responsibilities of parents versus responsibility of schools.

> Reviews language in Section 22 of the bill - does not see why school authorities need to be involved in employment decision making by students -

it should be a parental decision on what is best for the child.

> Talks about outcome-based education and wonders why teachers who are not doing their job to teach the basics can move on to teach the higher levels of cognitive skills.

TAPE 11A

031 POMEROY: Reviews information on a 4th grade report card for one of his children and explains why he prefers letter grades (EXH. N).

> Asks for repeal of the legislation - recommends going back to time-based education.

070 VIDA EPPICH, a concerned parent from Sherwood: Reviews written testimony explaining why she and her husband are alarmed with changes in education both philosophically and academically (EXH. O).

> Requests repealing the legislation.

118 Reached end of witnesses signed up to testify at 3:10 p.m.

138 REP. BILL FISHER: Requests further explanation of the report card presented by an earlier witness.

POMEROY: Continues to review his son's report card (see EXH. N).

> Feels root problem is in the teaching establishment.

> Parents need feed back from the schools in order to work on any problems - report cards without grades do not indicate the problem because it is strictly a teacher's opinion.

203 REP. MIKE LEHMAN: Are there other methods of feed back you receive from your child such as homework?

POMEROY: Spelling assignments and very little math. Difficult to evaluate how child is doing by looking at assignments that were turned in because they only have a star on them.

> Difficult to judge what the standards are. Is what is being presented by the teacher adequate - have the standards been lowered?

270 RON DAVIS: Does not feel program evaluation was done well. Do you trust the Department to implement program in whole state?

> Suggests repealing the legislation and set standards for graduating from high school.

> Set up ways to evaluate the standards and let individual school districts reach those standards.

> Have the Department administer and score the tests.

> Put some of the Department employees into classrooms to help reduce class sizes and Department employees.

> Compares Oregon's Department of Education with those in other states.

> Need clearer standards for evaluating teachers and require accountability.

> Favors charter schools.

> Empower parents to use the money allotted to them to chose where their kids will get an education.

392 REP. TERRY THOMPSON: How do you propose dealing with the kids where the parents are not motivated enough to push them?

DAVIS: You would be able to create schools which would be applicable to the needs of those kids.

> Only using cookie cutter approach now.

427 REP. SNODGRASS: Calls what was described earlier by two teachers the same as interdisciplinary education. Is there anything that would stop you

from what you are already doing if the legislation is repealed?

450 HARNISCH: Advantage of continuing the law because we need to be held accountable for what students learn. Concerned if bill repealed students will not have opportunity to prepare for higher education or work.

TAPE 10B

020 REP. SNODGRASS: How would you approach implementation of requirements if the chemistry did not exist between the teachers who have to work together?

HARNISCH: Went through group process training - how to work as a team. First few months were not easy. Most of difficulty is from scheduling problems and not from interpersonal relations.

BRIDGES: Does not think the legislation requires all teachers to take an interdisciplinary approach to teaching all the time. Hopes to develop tasks teachers can use on their own or with other teachers.

058 REP. LUKE: If this Act went away, would you be doing what you are doing now?

BRIDGES: Support received from DOE has been crucial to continue at the current level.

HARNISCH: Would not be doing what he is doing now without HB 3565.

077 REP. TERRY THOMPSON: How are less motivated teachers doing?

BRIDGES: Has been successful in motivating some of those teachers partly because of the students themselves.

REP. THOMPSON: There seems to be more of a problem in the lower grades based on the testimony. Has this technique been used in the lower grades?

HARNISCH: We are working as a district to try some of the performance tasks in the 3rd, 5th and 8th grades. Teachers at the elementary level are having the same experience as we did in the high school.

198 CHAIR HARTUNG: Adjourns meeting at 7:00 p.m.

Reviewed and submitted by,

Carolynn Gillson,
Assistant

EXHIBIT SUMMARY OF TESTIMONY ON 21ST CENTURY ACT

A --	OSB A		64 pages
B --	Mark Blanchard		1 page
C --	Francis Charbonnier	18 pages	
D --	Ron Davis		10 pages
E --	Lake Oswego S.D.		1 page
F --	Marvin McConoughey	21 pages	
G --	George Boles		3 pages
H --	Tom Malpass		9 pages
I --	Sen. Baker constituents	9 pages	
J --	Bonnie Grossen		7 pages
K --	COFLT		6 pages
L --	Janet Ritchie		3 pages
M --	Portland Pub. Sch.		2 pages
N --	Mike Pomeroy		4 pages
O --	Vida Eppich		1 page
P --	Last Names A - C		25 pages
Q --	Last Names D - F		13 pages
R --	Last Names H - K		19 pages
S --	Last Names L - O		32 pages
T --	Last Names P		15 pages
U --	Last Names R		32 pages
V --	Last Names S		41 pages
W --	Last Names T - Z		21 pages