

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.

HOUSE COMMITTEE ON EDUCATION

March 27, 1991
p.m. Tapes 47-48

Hearing Room F 1:30

MEMBERS PRESENT: Rep. Carolyn Oakley, Chair Rep. Vera Katz,
Vice-Chair Rep. Bruce Hugo Rep. Delna Jones Rep. Mike Nelson Rep. Bob
Pickard Rep. Walt Schroeder

STAFF PRESENT: Lee Penny, Committee Administrator Carolynn
Gillson, Committee Assistant

MEASURES AND ISSUE CONSIDERED: HB 2422 - Offer TAG education programs to
certain students - WRK HB 2653 - Makes OMSI developments in science
education available to students and teachers, WRK Oregon Benchmarks -
Invited testimony and Work Session

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

TAPE 47, SIDE A

005 REP. CAROLYN OAKLEY, chair: Calls the meeting to order at 1:35
p.m.

HB 2422 - Offer TAG education programs to certain students Work Session
Witnesses: Judie Hammerstad, Oregon Association of Talented and Gifted
Greg McMurdo, Department of Education Bob Siewart, Department of
Education

012 JUDIE HAMMERSTAD, OATAG: Reviews her testimony giving the committee
background information that lead to the introduction of HB 2422 (EXHIBIT
A). > Describes the materials attached to her testimony. > We would
rather have school districts address the two TAG areas they do well in
than go into other areas.

064 GREG McMURDO, associate superintendent, Department of Education:
Mentions an opinion from the Attorney General's office indicating if HB
2422 does not pass, the current TAG statute will apply to all five
categories of students.

072 REP. DELNA JONES: What are we doing at the five-year old level to
determine if a child is gifted?

085 BOB SIEWART, Department of Education: Explains how the Beaverton
School District identifies kindergarten students who are talented and
gifted: teacher referrals, parent referrals with individual evaluation
and group administered test of all children. > Most districts use
referral process instead of testing.

125 MOTION: Rep. Hugo moves HB 2422 to the floor with a do pass
recommendation.

VOTE: In a roll call vote, the motion carried with all members present

voting AYE. Excused: Rep. Nelson. Carrier: Rep. Pickard

HB 2653 - Makes OMSI developments in science education available to children & teachers Work Session Witnesses: Greg McMurdo, Department of Education

138 CHAIR OAKLEY: Refers to the HB 2653-1 amendment that cuts back the amount of requested funding to \$250,000 (EXHIBIT B).

150 McMURDO: At the public hearing on this bill, I mentioned that any private agency that receives general fund money is subject to audit by the Secretary of State's office. There was a concern raised where allocating lottery funds for use by a private agency would trigger an audit. Attorney General opinion #OP 6373, which has not been issued, indicates if the funds are allocated to an agency which is constitutionally able to accept the funds, it would not render the entity subject to audit.

REP. VERA KATZ: Millions of dollars are going to nonprofit agencies and private individuals and nobody has fiscal oversight at all.

178 MOTION: Rep. Hugo moves to adopt the -1 amendment. There was no objection.

MOTION: Rep. Hugo moves HB 2653 as amended to the Ways and Means Committee with a do pass.

VOTE: In a roll call vote, the motion failed with Reps. Pickard, Katz and Jones voting NAY. Excused: Rep. Nelson

MOTION: Rep. Hugo moves HB 2653 as amended to the Ways and Means Committee without recommendation as to passage.

VOTE: In a roll call vote, the motion carried with all members present voting AYE. Excused: Rep. Nelson.

Oregon Progress Board - Invited Testimony

235 CHAIR OAKLEY: The Trade and Economic Development Committee has been working on HB 281 3 which puts the Oregon Benchmarks into the statutes. Rep. Ray Baum has asked the committee to review the educational benchmarks and recommend any changes or additions (EXHIBIT C).

248 DUNCAN WYSE, director, Oregon Progress Board: Briefly gives the committee background information concerning the benchmarks. > Requests committee to review education benchmarks in the report (EXHIBIT D) and the bill itself. > Briefly describes the logic of the education benchmarks. > Begins review of the benchmarks in his handout.

337 REP. KATZ: Concerned about reference to basic education in the benchmarks.

WYSE: We are going to leave the definition of basic education to the Department of Education. > These benchmarks do not necessarily require testing of every student at any particular level. They require taking a cross sampling of students at different ages to determine how the schools are doing. We are interested in the total literacy rate of Oregon not particular individuals. > Intend to take out the word "basic" and find another word. Our expectations are a high-level minimum expectation. > Refers to benchmark #15 in handout.

REP. JONES: Is there a reason for just listing English?

WYSE: It is a concern we need to address. Refers to benchmarks #16 and #17.

TAPE 48, SIDE A

036 REP. JONES: Why are we not doing assessments in academic performance and comparative performance at different grade levels?

REP. KATZ: K-3 is viewed as primary schools. Grade 4 is the first real benchmark.

REP. JONES: How will third grade testing be compared to fourth graders who are tested nationally?

WYSE: We would have to give a cross sampling of fourth graders to see how they compare nationally. > The benchmarks on page 13 create a framework for expectations in fundamental skill development. > Benchmark 23 and 24 shift students who are not college bound to a more organized school-to-work transition program.

081 REP. KATZ: We have to test not only the students in the system but the institutions that need to change.

WYSE: We focused on the results for individuals not the system. We may need individual school measures as well. We struggled on how to get quality vocational and technical training.

179 WYSE: Those countries that concentrate on students not bound for college are doing better in the economy, the productivity and wages are better, and the income distribution is better. > Reviews benchmarks 26 and 27. > Reviews the benchmarks directed at adult education on page 15 of his handout. > Talks about the literacy assessment that will be available in April. > Reviews expectations for literacy on page 16. > Reviews the multilingual skills and international awareness on page 17.

246 REP. KATZ: Has the Board of Higher Education or the Board of Education reversed themselves on the requirement of one foreign language and how does that affect this benchmark?

WYSE: We did not have an in-depth discussion with them. They are aware of the benchmark. > Dealing with a core piece of the benchmarks report.

273 REP. WALT SCHROEDER: Refers to #42, and asks what Oregon's hispanic population is now?

227 TIM HOUCHEM, staff, Oregon Progress Board: It is about 4 to 5 percent. > Growth rate between 1990 and 2000 represents more than the projected growth rate.

REP. SCHROEDER: Are benchmarks #16 and 17 on page 13 assuming a standing target or a moving target?

WYSE: We will be comparing with how things are in other countries at the same time.

313 REP. JONES: Would you explain what is expected in benchmark #45?

WYSE: We need to connect with people around the world. We could do an annual survey of Oregonians. We could ask the schools how many students have had cultural exchanges. Don't know how it will be done yet.

(Tape 48, Side A) Oregon Progress Board Work Session

350 REP. SCHROEDER: You need a definition of cultural exchanges in #45.

WYSE: You are right. We chose to leave benchmarks in even if we don't know how they will be used or measured.

377 REP. SCHROEDER: Refers to (7) on page 2 of the bill, and suggests

making the language clearer. It is the quality issue.

394 REP. JONES: A high school graduation age point is not referred to. Does this include alternates such as GED?

HOUCHEN: I believe we were looking at age 19. I think it is the completion rate over the enrollment rate four years earlier. Alternatives to graduation are not added into to that figure.

(Tape 48, Side A) HB 2422 - Offer TAG education programs to certain students Work Session (reopened)

445 MOTION: Rep. Schroeder asks for unanimous consent to allow Rep. Nelson to vote on HB 242 2. There was no objection.

VOTE: Rep. Nelson votes AYE.

TAPE 47, SIDE B

HB 2653 Work Session (reopened)

032 MOTION: Chair Oakley asks for unanimous consent to allow Rep. Nelson to vote on HB 265 3. There was no objection.

VOTE: Rep. Nelson votes AYE.

041 CHAIR OAKLEY: Adjourns meeting at 3:35 p.m.

Submitted by: Reviewed by:

Carolynn GillsonLee Penny Assistant Administrator

EXHIBIT LOG: A - Testimony on HB 2422 - Judie Hammerstad -14 pages
B - Amendment on HB 2653 - committee staff - 1 page
C - Letter concerning benchmarks - 2 pages D-Education benchmarks
- 5 pages