

Organizational Mtg

SENATE COMMITTEE ON EDUCATION

January 17, 1991                      Hearing Room 343 3:00 p.m.                      Tapes 1 - 2  
MEMBERS PRESENT: Sen. Shirley Gold, Chair Sen. Bill McCoy, Vice-Chair  
Sen. Joan Dukes Sen. Ron Grensky Sen. Paul Phillips Sen. Cliff Trow  
MEMBER EXCUSED: Sen. Peter Brockman STAFF PRESENT:                      Jan Bargaen,  
Committee Administrator Angela Muhiz, Committee Assistant  
WITNESSES:                      KAREN BRAZEAU, DEPT. OF EDUCATION ALAN TRESIDDER, OREGON  
SCHOOL BOARDS ASSOC. KATHRYN WEIT, ASSOCIATION OF RETARDED CITIZENS RICH  
BURKE, DEPT. OF EDUCATION

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 1, SIDE A 005 CHAIR  
GOLD: Calls the hearing to order at 3:15 p.m. COMMITTEE ORGANIZATION

CHAIR GOLD: Asks committee to review proposed committee rules (EXHIBIT  
A). 015 MOTION: Sen. McCoy moves to adopt committee rules. VOTE: In a  
voice vote, rules adopted without objection. Sen. Dukes not present.  
CHAIR GOLD: Asks members to share any comments about upcoming session.  
039                      Senators introduce themselves and share their thoughts about  
education and the committee.

COMMITTEE INFORMATION 150 JAN BARGEN, COMMITTEE ADMINISTRATOR: Presents  
a summary of pre-session filed Senate Committee on Education January 17,  
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legislation (EXHIBIT B) and reports about the interim education  
committee work. Refers to report titled "Working Group II: Early  
Childhood Education" (EXHIBIT C). --Focus: no program to solve all  
problems, instead looked at changes, adjustments to make current system  
better. --Discusses outcomes of research (EXHIBIT C, PAGE 3). Focuses on  
major state programs serving young children: Pre-kindergarten education  
-Early intervention -Great Start

·                      268                      SEN. MCCOY: Referring to pre-kindergarten: There are 15,000  
children eligible in the state, are migrant children included?  
276                      BARGEN: Some migrant children are only in system during the  
summer, so statistics may not include them. Recommendations of interim  
committee (EXHIBIT C, PAGE 16). -Prekindergarten expansion to 4,000  
children up from 900. 346                      SEN. TROW: Is the 4,000 picked up in the  
governor's proposed budget?

BARGEN: The governor's proposal would not be that high, rather about  
half that amount. Continues discussion of committee report. Legislation  
drafted: Pre-kindergarten (SB 110), Early Childhood Improvement Program  
(SB 111). SB 111 originated in a similar form in the 1989 session, but  
did not go anywhere.

TAPE 2, SIDE A

024 Sen. Dukes, Chair Gold and Bargaen discuss Working Group II  
deliberation regarding early childhood endorsement possibilities.

070 BARGEN: Continues discussing drafted legislation: Child development  
specialist program (SB 112), interagency communication and coordination

(SB 113 ).

150 KAREN BRAZEAU, ASSOCIATE SUPERINTENDENT FOR SPECIAL EDUCATION, DEPT. OF EDUCATION: In 1983 the state adopted an early intervention program. It now serves 2,000 children with severe disabilities. It is jointly operated by Dept. of Education and the Mental Health Division. The funding comes from general fund, federal fund and some basic school support funds. The Governor's proposed budget would cut all general funds for the program in the Mental Health Division where the bulk of the funding for the program is. 179 SEN. TROW: How were cuts decided? BRAZEAU: This one was cut because there is no match from Title 19. SEN. MCCOY: Does the federal government put any money into the program? BRAZEAU: About \$500 per child though the Department of Education. Without compliance to new federal regulations, the department would lose federal money used to operate current - Thesee minutes cordain materiala which paraphrase and/or summarize statetnente made during tbie eeeion. Only text oncheod in quotation marks report a epeaker'e exact worata. For complete contents of the proceedings, please refer to the tapes, Senate Committee on Education January 17, 1991 - Page 3

programs. It would also stand to lose \$6-7 million in federal funds for early intervention and research programs in higher education.

250 BARGEN: How many states may not comply with the new standards?

BRAZEAU: Oregon would be one of five states not complying with serving children age 3 4. The immediate concern is the budget for mental health for Oregon's current early intervention program.

320 ALAN TRESIDDER, OREGON SCHOOL BOARDS ASSOC.: There would be a major policy question in implementation of an early intervention program even without Measure 5 because of impending federal law. School districts are interested in a state plan for early interventionprograms. In other states that comply with federal regulations, the programs become the local school districts' responsibilities. Has been developing and would like to continue a partnership with mental health division, Dept. of Education, regional programs and local school districts.

385 SEN. MCCOY: Are any school districts able to support a program on its own?

TRESIDDER: No. Local districts are providing transportation, but total responsibility is a substantial burden.

SEN. TROW: Provides background on purpose of federal mandates.

430 KATHRYN WEIT, ASSOC. FOR RETARDED CITIZENS: Group was planning to assist state in implementing an early intervention program. The cuts are distressing to families around state. They are worried about the status of their current services.

TAPE 1, SIDE B

034 RICK BURKE, DEPT. OF EDUCATION: Is already looking through budgets for money to fund early intervention programs.

057 SEN. TROW: Is the program a decision package for enhancement of mental health?

BRAZEAU: There are two issues: 1) The immediate program in the

governor's budget showing a \$5.7 million loss in mental health division funds. 2) Whether the state complies with new requirements which requires an additional \$29 million. If state doesn't comply, it will lose more money.

084 CHAIR GOLD: Approximately what would it cost the state without federal help to continue services?

BRAZEAU: \$9 million for direct services to children.

SEN. GRENSKY: If budget cut is enacted and federal money lost, where will that leave current services?

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094 BRAZEAU: The cuts leave about 50 percent of the funds generated from basic school support, but the fund relies on a kid count. It would mean serving same number of children on half the budget.

144 BARGEN: Moves to report titled "What Should the State Fund" (EXHIBIT D). Interim committee asked how to structure the system for greater accountability. Legislation drafted: approaches the issue in terms of outcomes, partly taken from Kentucky reform legislation (SB 120). It builds a system of checks and balances with a public "report card" on the schools. Has quality assurance through standardization visits, support to local school districts, technical assistance teams and optional sanctions. Discusses sanctions included in bill with the committee. 320 CHAIR GOLD: Discusses and explains task force work in arriving at the approach in SB 120.

SEN. TROW: Notes that justification of bill was to change public perception of schools to get a sales tax or local levies passed. Measure 5 has changed ground rules and it may not be so important to change public perception.

SEN. GRENSKY: Expresses reservations about the sanctions.

SEN. GOLD: The bill will be coming before the committee and one thing they will have to ask is if things that were appropriate in the interim are appropriate now. TAPE 2, SIDE B

040 CHAIR GOLD: Adjourns the hearing at 4:40 p.m.

Submitted by:                      Reviewed by: Angela Muniz                      Jan Bargaen  
Assistant                                      Administrator

EXHIBIT LOG:

A - Committee Rules - Staff- 2 pages B - Summary: 1989-91 Joint Interim Education Committee Work - Staff - 2 pages C - Report: "Working Group II: Early Childhood Education" - Staff- 40 pages D - Report: "What Should the State Fund" - Staff - 17 pages

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