

Tapes41-42, (A\B)
Work Session
School Distribution

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SENATE COMMITTEE ON REVENUE AND SCHOOL FINANCE

February 13, 1991 1:00 PM Hearing Room A State Capitol Building

Members Present: Senator Jane Cease, Chair Senator Joan Dukes, Vice Chair Senator John Brenneman (arrived 1:25) Senator Shirley Gold (arrived 1:40, departed 2:10) Senator Ron Grensky (departed 2:25) Senator Bill McCoy (arrived 1:20) Senator Tricia Smith

Staff Present: Jim Scherzinger, Legislative Revenue Officer

Terry Drake, Legislative Revenue Office
Mary Ann Zimmermann, Committee Assistant

Witnesses Present: Duncan Wyse, Oregon Progress Board Karen Brazeau, Department of Education

TAPE 41. SIDE A

005 CHAIR CEASE called the meeting to order at 1:20 P.M. and conducted administrative business.

045 DUNCAN WYSE presented an overview of the Oregon Benchmarks Process which serves as a report card for keeping track of critical measures deemed important for Oregon's future. The basic idea is to measure where Oregon stands on a particular issue, setting a target for the future, and measuring the progress along the way.

100 DUNCAN WYSE explained the question in adopting benchmarks for the state is how to measure. The fundamental principle of the Progress Board Report was to focus on results and not effort. The report addresses 160 Benchmarks.

110 DUNCAN WYSE presented various examples of Benchmarks found in the report.

165 DUNCAN WYSE revealed how the benchmark process was developed using the strategic plan of economic development called Oregon Shines. The basic vision in Oregon Shines is that the economy can be diversified creating high paying jobs, enhance the quality of life, and have statewide growth.

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These minutes paraphrase and/or summarize statements made during this meetings. Text enclosed in quotation marks reports the speakers exact words. For complete context of proceedings, please refer to the tape recording.

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175 DUNCAN WYSE explained how Oregon can achieve the Benchmarks presented in Oregon Shines in a summary called The Circle of Prosperity.

190 DUNCAN WYSE demonstrated how the elements in The Circle of Prosperity was translated into measurable goals for the state in the Benchmarks report. The tax climate was addressed.

203 DUNCAN WYSE explained the process of drafting the report.

214 DUNCAN WYSE referred to the Oregon Benchmark Report with reference to the tax information. EXHIBIT 1

241 DUNCAN WYSE addressed the issue of public infrastructure investment and the benchmarks addressed.

247 DUNCAN WYSE presented benchmarks of critical issues needing to be addressed in the next five years. EXHIBIT 1, Page 5

261 DUNCAN WYSE offered an earlier version of the report dealing with

public finance presenting five benchmarks for an equitable tax structure responsive to growth. EXHIBIT 2

301 DUNCAN WYSE explained the report is presented to the Legislature by the Oregon Progress Board with the ability to review and make recommendations to the Board. Reference was made to SB 636 dealing with the Benchmark report.

334 CHAIR CEASE inquired about a special category in terms of education. The response related the information dealing with education could be under the category of Public Finance.

349 CHAIR CEASE reviewed discussions related to measuring what the state should be paying for in terms of education. Reference was made to performance types of standards which the Progress Board may want to address.

365 DUNCAN WYSE explained a series of education benchmarks for outcomes but using them in terms of allocating funds has not been addressed.

378 CHAIR CEASE clarified the Committee is addressing the distribution of revenue. The issue of relating performance to fund distribution has been discussed.

396 DUNCAN WYSE explained that any strategy could be developed for achieving desirable benchmarks. There are a series of goals related to education in the report. EXHIBIT 1, Pages 1120

TAPE 42 SIDE

A

011 TERRY DRAKE asked if the information of the benchmarks would be related to regions around the state.

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019 DUNCAN WYSE responded that it depends on the instrument used to measure if based on performance. The literacy assessment will be desegregated by region.

026 SEN. GRENSKY questioned how the Progress Board came up with the goals listed in the benchmark report.

040 DUNCAN WYSE explained a working group drafted a version of the benchmarks and then referred to public comment for review. The idea was to aim high and set ambitious goals.

052 Discussion and questions follow regarding the benchmark goals and the aiming for a target and to measure how the state is doing every two years for evaluation of the process.

089 SEN. SMITH commented on attaining goals in the benchmark in relation to the Oregon tax system.

107 KAREN BRAZEAU presented a context for funding Special Education in the state of Oregon. It was pointed out how the Federal Government highly regulates Special Education.

139 KAREN BRAZEAU clarified that the burden of funding and service delivery of Special Education is on the local school district level.

160 KAREN BRAZEAU pointed out that 75 percent of the Special Education children are more mildly handicapped. Reference is made to eligibility in funding which is based on children's discrepancy in ability and performance level.

163 KAREN BRAZEAU explained how 95 percent of the population of Special Education children attend public schools.

195 KAREN BRAZEAU related information of how Special Education is primarily funded by the local government but highly regulated by the Federal

government.

238 KAREN BRAZEAU interpreted a chart depicting costs for Special Education explaining the state, proportionately, is funding Special Education far less than regular education. EXHIBIT 3

270 KAREN BRAZEAU presented a different system for funding Special Education. It is known that the average cost for Special Education is twice the cost for a non-handicapped child. The new approach would fund Special Education at twice whatever the state funds regular education. EXHIBIT 4

321 Discussion and questions follow regarding funding Special Education.

384 SEN. DUKES asked if a dollar amount could be derived causing a percentage factor to be worked into an education formula.

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417 KAREN BRAZEAU explained the problem is in measuring the disability and placement which affects funding.

TAPE 41 SIDE

B

020 Discussion and questions continue regarding obtaining information for funding Special Education. Reference was made to simplifying the formula interaction.

061 SEN. GRENSKY commented on inaccurate data on Average Daily Membership (ADM) figures. The question was in reference to using ADM approach to funding Special Education.

082 KAREN BRAZEAU responded to the positive and negative aspects of using numbers of children cautioning the use of an incentive type of program.

112 SEN. SMITH asked for information relating to the types of disabilities which are fundable.

124 KAREN BRAZEAU explained the Federal requirements for eligibility are made by a multidisiplinarian team. Discussion follows explaining how the team operates and what triggers an investigation. Reference was made to problems associated with identifying a learning disabled child.

156 SEN. SMITH voiced concern of learning disabled children not being identified at an early age. Discussion continues with regard to funding Special Education.

191 JIM SCHERZINGER questioned misclassifying students.

199 KAREN BRAZEAU responded that often misclassification is due to procedural errors and not abuse of the system.

225 Discussion continues dealing with diagnosing Special Education students.

260 CHAIR CEASE adjourned the meeting at 2:36 P.M.

Mary Ann Zimmermann, Committee
Assistant
Kim Taylor, Office Manager

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Senate Committee on
Revenue and School Finance

EXHIBIT SUMMARY

1. Oregon Benchmarks, Oregon Progress Board, 2/13/91 - School Distribution
2. An Equitable Tax Structure Responsive to Growth, Oregon Progress Board, 2/13/91 - School Distribution
3. Chart, Department of Education, 2/13/91 - School Distribution
4. A New Funding Approach for the Funding of Oregon's School District Excess Costs for Special Education, Department of Education, 2/13/91 - School Distribution
5. 1990 Status Report on Special Education and Special Student Services in Oregon, Department of Education, 2/13/91 - School Distribution
6. Letter from Betty Madison, Ashland, Oregon, 2/13/91 - Miscellaneous
7. Letter from Earl MacPherson, Medford, Oregon, 2/13/91 Miscellaneous

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