

HOUSE COMMITTEE ON EDUCATION

February 02, 2005 Hearing Room E

1:00 P.M. Tapes 22 - 24

MEMBERS PRESENT: Rep. Linda Flores, Chair

Rep. John Dallum, Vice-Chair

Rep. Steve March, Vice-Chair

Rep. John Lim

Rep. Chip Shields

Rep. Carolyn Tomei

MEMBER EXCUSED: Rep. Debi Farr

STAFF PRESENT: Jim Keller, Committee Administrator

Kellie Whiting, Committee Assistant

MEASURES/ISSUES HEARD:

Reading First Program – Informational Meeting

Cultural Competency – Informational Meeting

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 22, A		
003	Chair Flores	Calls the meeting to order at 1:03 p.m. and opens the informational meeting on the Reading First Program.

READING FIRST PROGRAM – INFORMATIONAL MEETING

022	Joni Gilles	Reading First Program Director, Oregon Department of Education (ODE). Submits and presents the PowerPoint presentation on Oregon’s Reading First Program (EXHIBIT A). Refers to page two and demonstrates the grants and eligibility. Explains there are 15 districts and 35 schools that qualified for the program, which represent urban and rural schools. States there are options for reading instruction for both English and Spanish.
088	Chair Flores	Asks for clarification about the term <i>English emersion</i> .
090	Gilles	Responds dual language emersion is educating the students in both English and Spanish. States the students will be responsible for meeting benchmarks in both English and Spanish, so by grade three they are literate in both languages.
095	Rep. Lim	Inquires why it is English and Spanish.
100	Gilles	Responds the research typically relates to Spanish speaking students.
108	Rep. Dallum	Inquires what happens to the other students who speak other languages, that do not have a program.
112	Gilles	Responds they are instructed in English only and research shows they are doing quite well.
120	Rep. Dallum	Clarifies there are schools that have students who speak other languages, who are taught English only and are doing well.
123	Gilles	Concurs.
124	Edward Kame’enui	

Director, Reading First Program. Responds the program tries to teach prominent languages, such as Spanish. States they use the language as means to teach English.

- 153 Rep. Dallum Inquires about the equal education for students who speak other languages.
- 158 Kame'enui Responds he does not know how to answer about equity. Responds when dealing with multiple languages it becomes difficult.
- 169 Scott Baker Director of Evaluation, Reading First Program. Responds the resources used to assist students to be proficient in the state grade level regardless of the native language. Notes the program is trying to get students to the state level goals for speaking and reading English by the 3rd grade. States the program works with early ages to identify at-risk readers before the third grade. Explains the goals are the same for all students.
- 218 Gilles Clarifies they are making progress. Refers to page three and explains the Reading First Statewide Outreach. Describes the framework teachers can use to find an appropriate topic for the students. Describes the training available for teachers throughout the state.
- 276 Kame'enui Refers to page three and comments that if they do not reach the goal to have all students reading at grade level by third grade, the probability of the student reading at grade level is about 10%. Refers to page four, and demonstrates the funding the program has received. Notes there are 50 participating states.
- 362 Rep. Dallum Inquires if the participating schools are title I schools.
- 368 Kame'enui Responds it is all schools who meet the criteria.
- 371 Gilles Responds that she will provide the information.
- 381 Kame'enui Refers to page four and explains the focus on K-3. Refers to page five and explains the five elements that make up the Reading First Program. Describes the different centers and coordinators assisting.

TAPE 23. A

- 003 Kame'enui

		Refers to page six and describes the goals of the program and the solutions to get there. Refers to pages seven and eight and explains the questions, data sources and requirements.
025	Baker	Refers to page 11 and explains the data collection and research guides used to develop the criteria to assist students.
046	Rep. Tomei	Asks if ODE supports the program. Refers to page 11, and asks if the program is offered only to certain schools and how it is paid for.
056	Gilles	Explains this is a national program and there are two requirements that need to be met to receive the grants, including poverty and performance.
070	Rep. Tomei	Inquires if the grant funds are used to purchase the program.
077	Gilles	Responds the grant funds are used to purchase one of nine commercial programs.
086	Rep. Dallum	Inquires if practicing evaluators are included in the evaluations.
090	Gilles	Responds they are.
098	Rep. Dallum	Asks what percentage of the evaluators are practicing teachers.
102	Baker	Responds about 70%.
103	Chair Flores	Comments that the University of Oregon is one of the few regional reading centers in the country that participates in the preparation.
106	Gilles	Concurs.
113	Rep. Roblan	Comments the regular teacher is used to assess the students individually.
121	Gilles	Responds they expect screening assessments, monitoring training and scholastic training.
128	Baker	Refers to page 12 and demonstrates the summary outcomes and the number of students at benchmark.

151	Rep. Roblan	Comments the Oregon State Assessment is different from the previous tests.
158	Baker	Clarifies the test for 3rd graders is the Oregon State Assessment.
170	Baker	Refers to page 13 and explains the district variations for students on-track.
199	Rep. Roblan	Inquires about the statistical data for the kindergarteners who were in Headstart prior to entering kindergarten.
203	Baker	Responds he does not have data in regards to Headstart.
220	Gilles	Comments that she will collect that data.
228	Patricia Book	Principal, Aloha Park School. Submits and presents prepared testimony (EXHIBIT B). Explains the demographics and the assessments results for Aloha Park School. Demonstrates the percentage of K-6 students who are in poverty, who are English language learners and Spanish speakers. Explains the school's goal.
390	Rep. Roblan	Inquires if the schools are title I schools.
399	Gilles	Concurs.
402	Rep. Dallum	Inquires if the program is needed in order to receive these results.
414	Gilles	Responds that having the components would be helpful to see the results.
421	Chair Flores	Inquires how the list of providers who provide the curriculum is determined.
432	Kane'enui	Responds the publishers have to be responsive to Reading First, the programs do change, and the technical responsive center is responsible for evaluating the programs.

TAPE 22, B

002	Rep. Roblan	Comments there are resources that can prescribe something different.
013	Book	Responds they have a core curriculum. Responds the reading coaches and supplemental programs also help guide the curriculum.
029	Rep. Lim	Inquires about the make up of the 40 % of non-English speaking students.
034	Book	Responds there is 40% Spanish speakers and 55% English language learners.
037	Gilles	Clarifies there are nine core programs, and 80 supplemental programs on an approved list.
044	Chair Flores	Closes the informational meeting on the Reading First Program and opens the informational meeting on Cultural Competency.

CULTURAL COMPETENCY - INFORMATIONAL MEETING

049	Pat Burk	Chief Policy officer, Oregon Department of Education. Shows a brief video on the interaction between the students and teachers. Describes where information can be obtained on the Department of Education's Website.
199	Burk	Submits the Minority Student Population Report (EXHIBIT C). Demonstrates the percentage of minority groups in public schools. Explains the total growth rates and goals to accommodate the diverse environment. Submits refers to page 67 of the Cultural Competency Summit proceedings Report (EXHIBIT D).
253	Burk	Refers to page three and demonstrates the cultural competence work groups and the staff training.
281	Brad Victor	Health and Indian Education, Oregon Department of Education. Explains the education training programs that the department provides for American Indian programs. Explains the different plans that are implemented in schools and the effects on the school districts. Notes that he had tried to bring these programs into the school districts to notify American Indians of job recruitments. Describes the teacher training in regards to health and cultural competent issues.
412	Rep. Dallum	Inquires what the agencies have done for the Salilo Parent Committee.

422 Victor Responds the committee is not a part of a government-to-government education cluster and are not recognized as a part of the nine federally recognized tribes.

434 Rep. Dallum Inquires why they cannot reach those students.

TAPE 23, B

003 Burk Explains they do participate and are available to all children. Comments there are a number of Native American tribes who do participate, but are not a part of the nine-confederated tribes.

016 Rep. Lim Clarifies the school cannot ask the ethnicity of students.

022 Burk Responds they can ask if they are a citizen, not about ethnicities. Notes they do ask what language is spoken at home. Refers to the chart on page five to demonstrate the languages spoken at home.

036 Rep. Lim Clarifies that we are educating every child, citizen or non-citizen.

040 Burk Concurr.

049 Rep. Lim Inquires if racial tension is incorporated in the cultural competency programs.

051 Burk Concurr. Responds the reason for the program is to diffuse the tension and to build on respect issues. States it is the educational thing to do.

075 Rep. Lim Comments on the growing challenge of funding and educating children.

110 Joyce Harris Director of the Region Ten Equity Assistance Center. Speaks about the urgency of cultural competency. States the teachers and communities have to understand the diverse classroom in order to engage every student. Submits and refers to the Cultural Competency Student Success Report (**EXHIBIT E**).

210 Harris

Notes the teachers have the ability to teach, but they need to find the strategy to assist them with their individual competency goals and closing the achievement gaps.

- 266 Rep. Shields Asks if there is one school in particular Ms. Harris thinks does a good job in dealing with cultural competency.
- 275 Davis Responds about Beaverton School District.
- 286 Yvette Webber-Davis Oregon University System Chancellor's Office. Refers to the Cultural Competency School Personnel Report (**EXHIBIT F**). Explains about the higher education cultural competence summit. Refers to page ten and encourages the members to read the article by Robert Landauer.
- 350 Rep. Dallum Inquires if this program will be a part of the teacher preparation program.
- 358 Davis Refers to pages three through nine and points out the specific courses and initiatives.
- 374 Rep. Dallum Inquires if it will be a requirement for graduation of the University System.
- 380 Davis Concurs.
- 384 Rep. Lim Comments the culture and tradition are important investments. Comments that when all the minority groups are put together, the Caucasians become the minority and expresses the need to include the whole section, not just small minority groups alone in the future.
- 399 Harris Comments the program she directs is free of charge to the public schools.
- 418 Burk Responds the Teachers and Standards Practices Commission approved a new set of licensure standards for the state of Oregon, and each standard has a component of cultural competence.

TAPE 24, A

- 005 Burk

Continues to respond about the role of the legislature, the different districts and communities.

021 Chair Flores Closes the informational meeting on cultural competency and adjourns the meeting at 3:15 p.m.

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EXHIBIT SUMMARY

- A. Reading First Program, PowerPoint presentation, Joni Gilles, 16 pp**
- B. Reading First Program, prepared testimony, Patricia Book, 1 p**
- C. Cultural Competency, Minority Student Population Report, Pat Burk, 5 pp**
- D. Cultural Competency, Summit Proceedings Report, Pat Burk, 83 pp**
- E. Cultural Competency, Student Success Report, Joyce Harris, 16 pp**
- F. Cultural Competency, School Personnel Report, Yvette Webber-Davis, 10 pp**