

SENATE COMMITTEE ON EDUCATION AND WORKFORCE

January 19, 2005
3:00 P.M.

Hearing Room D
Tapes 4 - 6
(Corrected 4-21-05)

MEMBERS PRESENT: Sen. Vicki Walker, Chair
Sen. Charles Starr, Vice-Chair
Sen. Ryan Deckert
Sen. Bill Morrisette

MEMBER EXCUSED: Sen. Jeff Kruse

STAFF PRESENT: Marjorie Taylor, Committee Administrator
Dawn Tuso, Committee Assistant

MEASURES/ISSUES HEARD:
Chalkboard Project – Informational Meeting
Oregon’s Demographics – 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 4 , A		
005	Chair Walker	Calls meeting to order at 3:02 p.m.
010	Chair Walker	Acknowledges special guest, Khosrow Fatemi, President, Eastern Oregon University.
<u>THE CHALKBOARD PROJECT - INFORMATIONAL MEETING</u>		
015	Chair Walker	Introduces agenda items. Opens Informational meeting on the Chalkboard Project. Introduces Sue Hildick.
020	Sue Hildick	President, Foundations for a Better Oregon and Chalkboard Project. Introduces herself and one of her partners, Adam Davis.
025	Hildick	Introduces Foundations for a Better Oregon and submits a progress report regarding the chalkboard project (EXHIBIT A).
045	Hildick	Mentions the five partner founding foundations that came together to form Foundations for a Better Oregon.
055	Hildick	States that the chalkboard project is about helping Oregon define a new vision for K-12 public education. Reports the three pieces that it is framed around: <ul style="list-style-type: none">• Discussion about the quality of education• The accountability of the system• How do we fund it
070	Hildick	Offers a snapshot of their process. The First part including: <ul style="list-style-type: none">• Discovery Process• Public opinion research• Values and Beliefs Survey: Quality, Accountability, and Finance

		<ul style="list-style-type: none"> • Over thirty focus groups from a variety of backgrounds • Two questions asked of those groups: What are your top concerns and what do you think works that should be looked at as a best practice
080	Hildick	<p>Introduces the second part of the process:</p> <ul style="list-style-type: none"> • Broad review of educational practices • Worked with EcoNW and the University of Oregon to do a survey. <p>Reports that the results are complete and available online at their website.</p>
090	Hildick	<p>Introduces the third part of the process:</p> <ul style="list-style-type: none"> • Sharing what we are learning • Public awareness campaign to reach the general public • Simple tools on website • Media • Editorial board
105	Hildick	Introduces the fourth part of the process as being a public engagement dialog.
110	Hildick	Mentions the top five barriers to successful schools.
130	Hildick	States that it is a grass roots initiative.
135	Hildick	Announces that they have received excellent feedback so far.
140	Hildick	Mentions that they would like to come back to the committee in March, to present a preview of what has been found. States that their final report should be complete in May.
145	Hildick	States that the Chalkboard Project can be looked at as a catalyst for long term change.
150	Adam Davis	Mentions the focus groups used for the Chalkboard Project.
165	Davis	Introduces the sample design. Discusses the survey in detail.
		<ul style="list-style-type: none"> • What Oregonians want • Oregon's Education System • How well Oregon schools are doing • Regional differences in perceptions
210	Sen. Deckert	Asks if it is universal across the counties where people would rate their local schools very high.
215	Davis	Answers yes and explains in detail. Discusses the differences between regions in terms of perceptions of how well schools are doing.
235	Davis	Discusses, in addition to educating students, why we need strong schools.
		<ul style="list-style-type: none"> • Reducing crime and social problems • Teaching kids the basics of citizenship • Keeping families in the community • Benefiting the economy in the long run • Being a community center for the town • Improving residential property values
260	Davis	Recites a comment made by one of their focus group participants.

270	Sen. Morrisette	Expresses that teaching kids about citizenship and civics has not been included in the curriculum but should be. Notes that help is needed with confronting the issue.
295	Davis	Agrees that it is an important issue.
310	Davis	Discusses ideas of what is important in terms of deciding when to graduate students.
325	Davis	Highlights the valued skills and subjects. States that Oregonians want the basics: <ul style="list-style-type: none"> • ability to do addition, subtraction, multiplication, division • Strong reading, writing, speaking skills
345	Davis	Stresses closing the achievement gap.
355	Davis	Discusses the perceived obstacles to local K-12 public school's success: <ul style="list-style-type: none"> • Not enough direct parental support • Lack of stable and adequate funding • Not attracting/retaining highly qualified teachers • Unfunded federal mandates • Central administration waste and inefficiency
380	Sen. C. Starr	Addresses the issue of not attracting or retaining highly qualified teachers. Asks if the issue has been explored.
390	Davis	Emphasizes that Oregonians have an incredible amount of respect for teachers. States that it does raise certain questions regarding how to go about hiring and training teachers.

TAPE 5, A

005	Sen. Deckert	Refers to (EXHIBIT A) . Asks if they were open ended questions or prompted responses.
010	Davis	Replies in detail.
015	Davis	Comments on the findings regarding Oregonians being split on whether schools need more money.
030	Davis	Expresses the need for the Chalkboard Project. Emphasizes the percent of Oregonians who want to get involved.
060	Chair Walker	Asks how the foundation works with the Quality Education Commission.
061	Hildick	Answers and explains in detail.
065	Chair Walker	Asks if the foundation is using the Quality Education Commission's \$7.1 billion figure needed to fund education.
068	Hildick	Replies no. Explains.
070	Chair Walker	Asserts that quality and accountability need to be focused on first and then we can talk about the long term goal.
075	Hildick	Comments that the focus group was asked about the Quality Education Model.
085	Sen. Morrisette	Asks if the value of kindergarten specifically ever came up in discussion.
090	Davis	Replies, yes. Explains in detail.
110	Sen. Morrisette	Clarifies his question regarding the idea of half day kindergarten. Expresses that he would like to see it be mandatory.
130	Chair Walker	Closes segment. Opens segment on Oregon's demographics. Introduces Richard Bjelland and Bob Repine.

OREGON'S DEMOGRAPHICS - INFORMATIONAL MEETING

135	Bob Repine	Director, Housing and Community Services. Introduces himself. Gives background of the framework of how the report came
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		about. Talks about the study that was done on the demographics in Oregon. Gives an overview of the past, present, and future. Discusses why the study was done. Introduces topics mentioned in study.
190	Richard Bjelland	State Housing Analyst. Introduces himself. Introduces the study done on demographics and submits study for the record (EXHIBIT B) .
205	Bjelland	Announces that the demographics of Oregon are changing very fast.
210	Bjelland	Addresses some presentation definitions.
225	Bjelland	Discusses demographics: <ul style="list-style-type: none"> • Hispanics as a percent of the race in the U.S. • Projected household growth • Source of population growth • Regional standpoint for population growth • Hispanic regional population • California's population change • Oregon's minority population • Oregon population by ethnicity • Salem, Marion county, Woodburn population by ethnicity • Woodburn school district students
300	Bjelland	Continues discussing demographics: <ul style="list-style-type: none"> • California demographics • Multnomah County's population by ethnicity • Gresham's population by ethnicity • Percent increase in population • Growth rate of Oregon's population • Growth rate of Marion County's population
400	Bjelland	Continues discussing demographics: <ul style="list-style-type: none"> • Oregon growth rate • Percent of foreign born • Percent of foreign born by region • Legal status of foreign born • Percent of foreign born by period • Resident births and deaths in Oregon
TAPE 4, B 005	Bjelland	Continues discussion: <ul style="list-style-type: none"> • Oregon's Counties who lost population • Census 2000-Oregon • Source of Oregon's population growth • Marion County's population growth

- Age and sex distribution of the population
- Age and sex distribution of the population by race
- Age and sex distribution of the population for Hispanic population
- Age and sex by nativity: 2000
- Share of Hispanic population
- Educational attainment for Hispanics aged 25-64, by generation
- Full-time worker 1999 earnings by race, ethnicity and educational attainment
- Tax liability comparison of medium income households
- Oregon households percentage by type 1960-2000
- Household types as a percent of Oregon household growth

130	Bjelland	Summarizes and concludes.
135	Sen. Morrisette	Raises question regarding the balance of citizen Hispanics and non citizen Hispanics.
145	Bjelland	Replies. Explains in detail.
150	Sen. Morrisette	Comments on the question regarding whether or not they are eligible for services.
160	Bjelland	Recognizes that it highlights the importance of the issue.
170	Chair Walker	Notifies that the increase has been mostly with the Hispanic population. Asks if the African American and Asian populations have been growing at a much slower rate.
175	Bjelland	Replies that the African American population has been very stable and that the Asian population is growing rapidly.
180	Chair Walker	Asks if a good percentage of the in-migration is coming from California.
185	Bjelland	Replies, yes. Explains.
190	Chair Walker	Closes segment. Opens segment on Cultural Competency.

CULTURAL COMPETENCY IN SCHOOLS - INFORMATIONAL MEETING

195	Chair Walker	Introduces Pat Burk and Charlie Benitez from the Department of Education, Yvette Weber-Davis from Oregon University System and Joyce Harris from the NW Regional Educational Laboratory. Chief Policy Officer for the Department of Education. Introduces himself. Introduces presentation topics. Submits informational packet (EXHIBIT C).
225	Pat Burk	Discusses:
245	Burk	Discusses:
		3 rd grade Reading:
		<ul style="list-style-type: none"> • Academic achievement in Reading is increasing • The Difference by race and ethnicity is closing over time • A gap still exists
		10 th grade Reading:
		<ul style="list-style-type: none"> • Flattening of scores over time • The gap continues to appear and increases in some cases
		Presents the definition of the achievement gap:
		<ul style="list-style-type: none"> • Persistent level of underachievement for students of color,

students in poverty, and students of whom English is their second language

Need to focus on three things:

- Need to fix the system itself
- Identify effective programs and strategies
- Need to bring more partners into the work

Discusses what they are doing to work on fixing the problem.

340	Burk	Introduces the literacy initiative.
345	Burk	Publicly recognizes Sen. C. Starr for his service on the Literacy Leadership Committee.
355	Burk	Mentions a high school initiative where they have identified six demonstration sites that are working on incorporating secondary literacy.
370	Burk	Discusses assessment tools being used in both Spanish and Russian. Mentions the concept of reading assessments in Spanish.
380	Burk	Explains the English language proficiencies that have been developed specifically for students of whom English is not their native language.
400	Burk	Discusses developing a common statewide English proficiency assessment tool.
410	Burk	States that they have a partnership with the government of Mexico. Explains.
420	Burk	Describes working with the Education Service Districts to create eighteen community plazas throughout the state where planning will be taking place.
425	Burk	Discusses Native American issues initiative.
430	Burk	Mentions engagement in public recognition for schools that are making progress. Discusses the development of partnerships. Highlights the work that has been done within the University community.

TAPE 5, B

005	Burk	Reports the Teacher Standards and Practices Commission's involvement in respect to dealing with the issue of cultural competency.
020	Burk	Discusses cultural competence briefly.
030	Burk	Explains research in detail: <ul style="list-style-type: none">• Minority student enrollment has steadily increased from 1992 to the present• Latino student enrollment has increased by 171%• Dramatic increase in the diversity of Oregon students• 23% of Oregon students are identified as minority group members• 4.7% of the teaching workforce are identified as minority group members

Three key areas of cultural competence:

- creating an environment in our schools and districts in which all students and families feel welcome, respected, and valued for who they are

		<ul style="list-style-type: none"> • Need to prepare teachers and administrators to work effectively in a multicultural environment and classroom • Need to better diversify our workforce
040	Burk	Discusses the proceedings from the first multi-cultural summit that was held in May of 2004. Mentions the relevant statutes established and the requirements of the Oregon Department of Education and the Oregon Department of Higher Education.
065	Burk	Comments on an established Cultural Competence Charter Group.
070	Burk	Introduces definition of cultural competence.
090	Burk	Announces that the state has secured a grant to focus on cultural competency issues.
095	Burk	Discusses the most recent actions of the statewide initiative on cultural competence.
100	Burk	Mentions the State Action for Education Leadership Project (SAELP) demonstration districts.
105	Burk	States that they continue to work with many advocacy groups.
110	Burk	Highlights the work of the Oregon Association of Colleges of Teacher Education (OACTE) which has just published a summary of the steps it plans to take in confronting cultural competence.
120	Burk	Lists the challenges: <ul style="list-style-type: none"> • Need to improve the level of community engagement • Need to better prepare schools to address the needs
125	Burk	Introduces Charlie Benitez.
130	Charlie Benitez	Education Specialist, Oregon Department of Education. Introduces himself and submits written testimony (EXHIBIT D).
140	Benitez	Introduces four conferences that they provide multi-cultural workshops for: <ul style="list-style-type: none"> • Violence Prevention Summer Institute • Oregon Association of Compensatory Education • Achievement Gap Conference • The Overrepresentation of Minority Youth in the Juvenile Justice System
170	Benitez	Mentions other types of trainings and workshops.
180	Benitez	Discusses the creation of a multi-cultural education resource directory which is available on their website.
185	Benitez	Informs of a teacher exchange program.
195	Chair Walker	Asks, what we are doing to keep children of immigrant descent in school in Oregon.
200	Burk	Explains.
230	Chair Walker	Asks, what the department has done to recruit, retain, and promote its own diverse workforce.
235	Burk	Explains that their staff has not been growing and that there is limited space to add members to their workforce, but that they have aggressively publicized vacancies. Notes that they do have a lot of room to grow in that area, however.
260	Chair Walker	Asks if the information being gathered about the students is kept confidential.
265	Burk	Confirms that it does remain confidential.

290	Chair Walker	Introduces Yvette Webber-Davis and Joyce Harris.
310	Yvette Webber-Davis	Oregon University System, Director of Diversity Planning and Special Projects. Introduces herself.
335	Webber-Davis	Introduces the Cultural Competence Summit. Submits and explains in detail information submitted for the record (EXHIBIT E) .
385	Webber-Davis	Introduces discussion on: <ul style="list-style-type: none"> • Assessment and accountability • Curriculum and faculty development opportunities • Recruitment and retention activities • University and school partnerships • Preliminary policy implications and next steps States that the outcome was the need for more partnerships.
TAPE 6, A		
005	Webber-Davis	Discusses town hall forum. Mentions conversation about educational achievement.
025	Webber-Davis	Mentions poster session descriptions.
035	Webber-Davis	Discusses the next steps: <ul style="list-style-type: none"> • Enhanced assessment measures • Enhanced research initiatives • Enhanced partnership efforts
065	Webber-Davis	Continues to discuss the next steps.
080	Webber-Davis	Mentions that the OACTE group has established a taskforce to focus on confronting the issue of cultural competence.
090	Webber-Davis	Asserts that the efforts are appropriate and very timely and that it comes down to leadership.
100	Chair Walker	Introduces Joyce Harris.
105	Joyce Harris	Director of the Equity Center, NW Regional Laboratory. Introduces herself. Explains her program.
120	Harris	Submits and discusses report on the cultural competency of schools and teachers in relation to student success (EXHIBIT F) .
125	Harris	Stresses the question of what the impact is.
135	Harris	Mentions the training model that they use.
140	Harris	Introduces the English language proficiency standards.
175	Harris	Refers to how it feels when a person is not able to understand or speak the language spoken. Mentions the silent period and the effective filter.
185	Harris	Mentions cultural bridges. Points out what teachers understand and how they use verbal and nonverbal communication styles of other cultures in the classroom.
210	Harris	States that the notion of cultural competency rests on us seeing culture and strategies that are built on cultural knowledge as a way to effectively engage students.
220	Harris	Raises the question of how we can use what we know about the culture of the groups we interact with as a way to enhance the work that we do.
265	Harris	Mentions a publication coming out called Cultural Competence.
275	Sen. C. Starr	Comments that, as we become more diverse in our population, it is important not to lose sight of the fact that we have an American

330	Harris	Culture, and that we need to continue to integrate the populations that are coming to us, into the American Culture. Offers his personal experience with cultural competency.
		States that American culture is really everything that we have had and, as a nation, we have only really had problems when we have rejected other cultures.
345	Chair Walker	Closes informational meeting. Adjourns the meeting at 5:20 p.m.

EXHIBIT SUMMARY

- A. **Chalkboard Project, Informational Packet, Sue Hildick, 62 pp**
- B. **Demographics and Oregon: Past, Present, and Future, Richard Bjelland, 36 pp**
- C. **Cultural Competency, Informational Packet, Pat Burk and Charlie Benitez, 107 pp**
- D. **Cultural Competency, written testimony, Charlie Benitez, 1 p**
- E. **Cultural Competency, written testimony, Yvette Weber-Davis, 11 pp**
- F. **Cultural Competency, Resources, Joyce Harris, 16 pp**