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SENATE COMMITTEE ON EDUCATION

February 1, 1999 Hearing Room B

1:00 p.m. Tapes 23-24

MEMBERS PRESENT: Sen. Susan Castillo, Vice-Chair

Sen. Peter Courtney

Sen. Verne Duncan

Sen. Avel Gordly

Sen. Marylin Shannon

MEMBERS EXCUSED: Sen. Gary George

Sen. Tom Hartung, Chair

STAFF PRESENT: Jan McComb, Administrator

Karen O'Kelley, Administrative Support

MEASURE/ISSUES HEARD: Informational Meeting:

Report of Education Agencies and the Nine Sovereign Nations

Community College Distance Learning

SR 1 Public Hearing and Work Session

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 23, A		
003	Vice-Chair Castillo	Calls the meeting to order at 1:05 p.m. and opens informational meeting.

REPORT OF EDUCATION AGENCIES AND THE NINE SOVEREIGN NATIONS

010	Danny Santos	Education Policy Coordinator for the Governor's Office. States Chip Lazenby is coordinating the efforts for the Governor's office and for the state. Discusses the Government to Government Education Committee and their work to enhance the relationship between the Nine Sovereign Nations and Oregon, as it relates to pre-kindergarten, K-12, and post-secondary education issues.
033	Chip Lazenby	Legal Counsel to Governor Kitzhaber. Refers to Executive Order 96-30. Submits (EXHIBIT A) . States that the Governor was concerned that the state agencies were having independent contact with the Nine Sovereign Nations. Comments that the Executive Order directs every state agency and the Nine Sovereign Nations to designate a key contact for specific subject areas. Refers to key contact directory. States that the Executive Order also provides for an annual meeting of all the key contacts to discuss what has occurred during the previous year and to design strategies for the coming year. States that the Executive Order will continue to serve Oregon and the Nine Sovereign Nations for many years to come.
100	Sen. Gordly	Asks Lazenby to suggest how to educate the legislature about the legal status of tribal governments.
110	Lazenby	Responds that the history of the tribes is on videotape. States that the tapes give a glimpse of the perspective that tribes have on where they are in history.
153	Santos	Comments that distributing the Executive Order to the legislative body would be valuable. States that the Indian Commission staff would be a good resource.
162	Sen. Gordly	Requests that the committee act quickly to help educate the rest of the legislature. States that the committee should use Santos's suggestions to: <ul style="list-style-type: none">• Disseminate the tapes.• Distribute the Executive Order.• Use the Indian Commission staff as a resource.
183	Merced Flores	Assistant Superintendent for the Oregon Department of Education (ODE). Presents the collaborative efforts between the state and tribal governments (EXHIBIT B) . States that Executive Order 96-30 recognizes the sovereignty of American Indian Tribal Governments. States that the legislature needs to be respectful of tribal sovereignty when undertaking activities which affect Native American tribal rights or tribal resources. Comments that each of the tribes are very different and have different needs. Discusses the Education Cluster.
255	Flores	Lists the following key issues that have been identified and partially addressed during the past year by the Government to Government Education Cluster: <ul style="list-style-type: none">• Institutional relationships• Increased services• Financial aid

		<ul style="list-style-type: none"> • Residency • Program development • Full implementation of the Oregon American Indian/Alaska Native Education State Plan
295	Flores	Comments that training has been offered to the members of tribal groups and the state government.
		Discusses the challenges of including children that live on tribal lands and those that do not. States that information must be shared with all kids.
340	Flores	States the need to look at diversifying the workforce for the Sovereign Nations, the university system, and the community college system. Comments that Indian children should be encouraged to become teachers.
375	Vice-Chair Castillo	Asks Flores for an example of a situation that has been tough.
378	Flores	Responds that during the last session an Indian Education Specialist position was eliminated. States that sometimes programs do not have enough staffing.
409	Sen. Gordly	Asks what the ODE needs from the legislature to support the work that they want to do with tribal groups and Indian children.
416	Flores	Responds that if Oregon is trying to educate or provide programs, there needs to be commitment.
		States that they need the legislature to provide some extra full-time employees (FTE).
445	Sen. Gordly	Asks if the extra FTE would include the Indian Education Specialist.
448	Flores	Responds that it is very difficult to get the job done with one position.
TAPE 24, A		
009	Flores	Believes that the ODE cannot ask employees to do more if they are already too busy.
011	Sen. Gordly	States that she will take Flores' comments to the Ways and Means Education Subcommittee.
017	Vice-Chair Castillo	Comments on the Indian Education Specialist position.

019	Flores	Responds that there must be personnel at both state and local levels.
026	Sen. Duncan	Asks how many Indian children are served.
028	Flores	Responds that there are about 11,000 children.
031	Sen. Duncan	Encourages the Ways and Means Education Subcommittee to take a good look at the programs that Flores is referring to.
044	Wendell Jim	General Manager, Education, Confederated Tribes of Warm Springs. Submits (EXHIBIT C) . Introduces Clint Jacks, John Hicks, and Diane Bohle.
079	Clint Jacks	<p>Oregon State University (OSU) Extension. Describes the relationship between OSU, the tribe, and Central Oregon Community College (COCC).</p> <p>States that a major challenge facing the confederated tribes is the ability to provide job opportunities for tribal members. Comments that there is an absence of tribal members in higher level management positions. States that in 1995 and 1996, educational services were offered in the Warm Springs community. Comments that a needs assessment was conducted to determine what the tribes wanted. Lists the results of the 1997 Warm Springs community needs assessment:</p> <ul style="list-style-type: none"> • Higher education opportunities are limited. • Most post-high school students do not complete degrees. • Moving away to attend school is a barrier. • Formal post-high school education was the most important educational goal for the tribes. • Distance education is the right Tribal Council direction.
130	Sen. Duncan	Asks about tribes in Alaska that moved into community schools.
137	Jim	Responds that he is not sure.
139	Sen. Duncan	Responds that Alaska also determined that moving away was a barrier.
145	John Hicks	Coordinator Instructional Services, Warm Springs. States that if a student attends school off the reservation, 60% of the total cost is for transportation.
153	Jacks	<p>Discusses the three phases to implement distance education:</p> <ol style="list-style-type: none"> 1. Collaborate to expand both credit and non-credit courses using various delivery methods. 2. Produce and up-link educational programs to higher education institutions. 3. Deliver educational services into individual's homes on the reservation.
191	Jacks	Lists the following operating principles of distance education:

		<ul style="list-style-type: none"> • Student focused • Educational services using distance technology • Native American values dovetailed into traditional higher education curriculums • Cooperation with other institutions
224	Sen. Gordly	Asks Jacks if they have overcome the barriers to integrating Native American values into higher education.
236	Jacks	<p>Responds that they have done the following:</p> <ol style="list-style-type: none"> 1. Ensured that the professors understand the culture of the students. 2. Developed courses with a Native American perspective and taught by Native American instructors.
260	Sen. Gordly	Understands the focus of their program. Asks how other college students are exposed to information from other value systems.
274	Jacks	Responds that there is a course at OSU called Native American Eco-System Science. States that this class is taught by Tribe members from throughout Oregon.
		Discusses the following operating principles of distance education:
		<ul style="list-style-type: none"> • Cost effective
		<ul style="list-style-type: none"> • Adequate number of students
		<ul style="list-style-type: none"> • Flexible in the creation of coursework
		<ul style="list-style-type: none"> • Rapid response to higher education needs
296	Jacks	Discusses Marketing Plan, Business Plan, Education System Enhancement Plan, and Public Relations Plan.
342	Sen. Shannon	Asks how many students have graduated over the last few years.
345	Jacks	Responds that Sen. Shannon's question will be answered later in the presentation.
347	Diane Bohle	<p>OSU/Warm Springs Distance Education and OSU/COCC Distance Education.</p> <p>Lists the distance education methods of delivery:</p> <ul style="list-style-type: none"> • Face-to-face

		<ul style="list-style-type: none"> • Microwave system • Interactive television • Instruction not bound by time or space (i.e. courses taken on the web or video) • Individualized directed learning
		States that all of the distance education choices are very flexible.
393	Bohle	<p>Lists the following 1998 Warm Springs employer needs (assessment findings):</p> <ol style="list-style-type: none"> 1. Writing, math, reading comprehension, and communication skills. 2. Grant writing. 3. Cultural diversity.
		<p>States that the needs are being addressed in the following ways:</p> <ol style="list-style-type: none"> 1. COCC at Warm Springs offers lower division and remedial courses. 2. Grant writing workshop is scheduled for April of 1999. 3. Course called Cultural Diversity at School, Work, and Home will begin in July of 1999.
437	Bohle	<p>States that the program is part of a focus grant. Lists the following components of the grant:</p> <ul style="list-style-type: none"> • Many partners gave support. • OSU is committed to providing more access with the distance delivery methods. • On-site program coordinator/advisor. • Four \$1,000 scholarships per year.
TAPE 23, B		
026	Bohle	<ul style="list-style-type: none"> • Need enough students to earn tuition revenues.
030	Sen. Duncan	Asks Bohle if any consideration is being given to middle or high school students.
041	Bohle	Responds that Hicks should answer the question.
050	Hicks	<p>Refers to the page in the exhibit entitled "perspective". States that there is a program called Transition to Higher Education.</p> <p>Explains that every student that receives tribal support is required to participate in transition to higher education programs.</p>
091	Sen. Duncan	Comments that it would be beneficial for all kids to have experiences at a college or university before they graduate from high school.

102	Bohle	Responds that the Smile Program and the 4H Youth Program both bring students to campus.
		<p>Discusses the following courses that are being offered in the Natural Resources Program:</p> <ul style="list-style-type: none"> • Eco-systems of the Pacific Northwest Indians • Tribes, Treaties and the United States Government • World Histories • Desert Watershed Management
154	Jacks	<p>Gives overall perspective of the educational services program:</p> <ul style="list-style-type: none"> • Warm Springs Community has a population of less than 4,000 • GED Program • High School Completion Program • Skill Center Program • Post-Secondary Remedial Program • Transition to Higher Education Program • Distance Learning Program
220	Wendell	<p>Gives the following wish list for educational services:</p> <ol style="list-style-type: none"> 1. Ensure that college institutions accept student credits. 2. Have a registration process that is simple. 3. Have academic planning be demand driven. 4. Have a dedicated staff of Distance Education Advisors and technical staff. 5. Have additional funding resources.
257	Sen. Courtney	Asks question regarding flexible service providers.
263	Wendell	Responds that his exhibit only included some examples. States that they are involved with other colleges.
280	Sen. Duncan	Comments the Wendell's wish list could be a universal wish list. Asks to what extent private institutions have been involved.
289	Jacks	Responds that the public higher education providers have marketed themselves assertively. Comments that most private institutions have not moved in an outreach manner.
305	Vice-Chair Castillo	Asks if the Governor's Executive Order is accomplishing enough.
311	Wendell	Responds that it has helped.
325	Sen. Shannon	Asks Wendell if the legislature is responding to their needs.

330	Wendell	Responds that there are more key issues that need to be addressed.
352	Sen. Shannon	Asks Wendell if he has met with legislative leaders.
355	Wendell	Responds that he has not.
356	Jacks	States that the achievements have been accomplished almost exclusively with tribal resources.
371	Sen. Shannon	Suggests that Jacks speak to President Adams and Speaker Snodgrass and let them know what kind of funding is needed.
375	Sen. Courtney	Suggests that Jacks speak to Sen. Bryant as well.
<u>COMMUNITY COLLEGE DISTANCE LEARNING</u>		
380	Vice-Chair Castillo	Begins informational meeting on community college distance learning.
404	Diane Walton	Office of Community College Services and Job Training Partnership Administration. Introduces Dr. Terri Johanson.
413	Dr. Terri Johanson	<p>Director of Distance Learning for Community Colleges. States that the Emergency Board's approval of \$950,000 last year has enriched and enhanced distance learning at the community colleges.</p> <p>Explains that the Emergency Board funds are going toward the following areas:</p> <ul style="list-style-type: none"> • Course development and faculty training.
TAPE 24, B		
001	Johanson	<ul style="list-style-type: none"> • Access and upgrade of technology. • Operational and support services. • Administration and coordination.
		States that community colleges' use of distance learning continues to grow. States that the Governor's budget proposes \$2 million for distance learning enrollment growth. Adds that the Governor's budget also proposes \$50 million in lottery bond funds for technology primarily for K-12, but would include community colleges.
051	Sen. Gordly	Refers to a survey which states that 88% of Oregonians polled agreed that Oregon is doing a good job of providing community college education.

072	Sen. Duncan	States that community colleges have provided opportunities for many people. Comments that community colleges started in Oregon in the 1960s.
084	Vice-Chair Castillo	Closes informational meeting and opens public hearing on SR 1.
<u>SR 1 PUBLIC HEARING</u>		
090	Dan McCulloch	Oregon Federation of Independent Schools. States that SR 1 would raise the visibility and appreciation of what private schools do in Oregon. Comments that there are 40,000 private school students in Oregon. Encourages the committee to pass SR 1.
105	Vice-Chair Castillo	Comments that both public and private schools play an important role in Oregon.
112	Sen. Gordly	Comments that private institutions have achieved success with outreach efforts to minority students.
120	Vice-Chair Castillo	Closes public hearing on SR 1 and opens work session on SR 1.
<u>SR 1 WORK SESSION</u>		
131	Sen. Shannon	Explains that SR 1 is bipartisan.
147	Sen. Duncan	MOTION: Moves SR 1 be sent to the floor with a BE ADOPTED recommendation.
		VOTE: 5-0 AYE: In a roll call vote, all members present vote Aye. EXCUSED: 2 - George, Hartung
166	Vice-Chair Castillo	The motion CARRIES. SEN. SHANNON will lead discussion on the floor.
173	Sen. Duncan	Acknowledges the students in the audience.
179	Vice-Chair Castillo	Asks the students what school they are from.

181	Sen. Shannon	Responds that the students are from Regis High School in Stayton.
186	Vice-Chair Castillo	Closes work session on SR 1 and adjourns meeting at 2:28 p.m.

Submitted By, Reviewed By,

Karen O'Kelley Jan McComb

Administrative Support Administrator

EXHIBIT SUMMARY

A ñ Informational Meeting, letter, Executive Order, and directories, Chip Lazenby, 40 pp

B ñ Informational Meeting, written testimony, Merced Flores, 6 pp

C ñ Informational Meeting, written testimony, Wendell Jim, 14 pp

D ñ Informational Meeting, written testimony, Diane Walton, 2 pp