

**SENATE COMMITTEE ON EDUCATION**

**February 10, 1999 Hearing Room B**

**1:00 p.m. Tapes 29-30**

**MEMBERS PRESENT: Sen. Tom Hartung, Chair**

**Sen. Susan Castillo, Vice-Chair**

**Sen. Peter Courtney**

**Sen. Verne Duncan**

**Sen. Gary George**

**Sen. Avel Gordly**

**Sen. Marylin Shannon**

**MEMBER EXCUSED:**

**STAFF PRESENT: Jan McComb, Administrator**

**Karen O'Kelley, Administrative Support**

**MEASURE/ISSUES HEARD: Update on 21<sup>st</sup> Century Schools Act**

**SB 165 Work Session**

**SB 205 Public Hearing and Work Session**

**Community College Distance Learning**

**SB 168 Public Hearing**

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
<b>TAPE 29, A</b>		
003	Chair Hartung	Opens meeting at 1:10 p.m. and opens informational hearing.

**UPDATE ON 21<sup>ST</sup>-CENTURY SCHOOLS ACT**

006	Joanne Flint	<p>Testifies on the implementation of the Oregon Educational Act (<b>EXHIBIT A</b>). Lists the implementation timeline:</p> <ul style="list-style-type: none"> <li>• (1991-1993) Design Phase</li> <li>• (1993-1995) Development Phase</li> <li>• (1995-1997) Redesign and Implementation Phase</li> <li>• (1997-1999) Implementation, Development, and Redesign Phase</li> </ul>
084	Flint	<p>Lists the following activities that represent capacity building initiatives coordinated by the Oregon Department of Education (ODE) to assist the districts and educators in implementing the Oregon Educational Act:</p> <ol style="list-style-type: none"> <li>1. Provided \$1 million in state reading and math grants to local districts.</li> <li>2. Produced an alternative learning opportunities handbook.</li> <li>3. Developed standard support materials for teachers.</li> <li>4. Developed website via ODE.</li> <li>5. Offered leadership training workshops for teachers.</li> <li>6. Broadened the definition of ODE technical assistance to include assistance to schools and districts in gathering and analyzing student performance.</li> <li>7. Supported teacher training through federal program funds.</li> <li>8. Offered statewide conferences focused on research-based programs.</li> </ol>
164	Flint	<p>Gives a brief summary of student performance as measured by the statewide assessment results. States, with the exception of mathematics multiple choice at the 10<sup>th</sup> grade, Oregon student performance has improved since 1991 at every grade level and in every subject area. Comments that the statewide performances of some students have not been as successful. States that African-Americans did make substantial gains, particularly in reading. Comments that students served by Bilingual/ Native language programs are significantly below the state average at 3<sup>rd</sup> grade, but perform above the state average in 10<sup>th</sup> grade. States that the talented and gifted students perform significantly above the state average at all grade levels.</p>
212	Flint	<p>Lists the following challenges for the next biennium:</p> <ol style="list-style-type: none"> <li>1. Provide alternative learning opportunities for students that have not yet met or exceeded the standards.</li> <li>2. Assure that all students have adequate opportunities to meet the standards.</li> <li>3. Ensure the provision of services meets district and school improvement goals.</li> <li>4. Offer continued professional development for teachers.</li> <li>5. Address teacher shortage areas.</li> <li>6. Begin teacher and administrator training.</li> <li>7. Focus on the Certificate of Advanced Mastery (CAM) assessment and implementation.</li> </ol>
332	Chair Hartung	<p>Asks if the Title 1 students are separated from other students for the purpose of test assessments.</p>

334	Flint	Responds that the ODE does collect separate data for Title 1 students.
342	Chair Hartung	Asks if the Title 1 students include students in grades K-12.
343	Flint	Responds that it does.
350	Chair Hartung	Asks who at the ODE is responsible for Title 1 students.
352	Flint	Responds that Merced Flores is responsible.
359	Chair Hartung	Asks how many Title 1 students there are in K-12.
361	Flint	Responds that she does not know.
363	Vice-Chair Castillo	Asks to what extent the ODE is able to share the successes of some teachers with other teachers in the state. Wonders if the ODE is able to play a role in this sharing process.
376	Flint	Believes that the ODE can play a role. Comments that, across the state, there are plans to bring teachers together to share ideas.
395	Vice-Chair Castillo	Asks if the ODE is able to participate at the level they would like to.
401	Flint	Responds that it is a tremendous challenge. Refers to recent losses in personnel.
421	Vice-Chair Castillo	Comments that educators everywhere are concerned about how they will prepare their students for the standards. States that perhaps the ODE is not doing enough to help teachers prepare for the standards.
<b>TAPE 30, A</b>		
005	Flint	Shares Sen. Castillo's concern. Responds that it is a constant struggle to build the capacity with the resources the ODE has.
023	Vice-Chair Castillo	Asks if the ODE will have any more money in the budget for meeting the upcoming challenges.
028	Flint	Responds that money is not the only answer. States the ODE has been very sensitive to the needs of school districts.
044	Sen. Gordly	Asks Flint what her position is at the ODE.

046	Flint	Responds that she is the Associate Superintendent for the Office of Curriculum Instruction and Field Services.
051	Sen. Gordly	Asks what the ODE is doing in various districts to inform parents about the standards.
059	Flint	Responds that with the allocation of over \$1 million, the ODE launched a communications effort. States that the information was provided in other languages as well.
076	Sen. Gordly	Asks if every parent of a student in the public school system has received information regarding the standards.
084	Flint	Responds that she does not know.
086	Sen. Gordly	Asks if there is a plan to assess how much parents know about the standards.
089	Flint	Responds that the statute requires that students' progress toward the Certificate of Initial Mastery (CIM) be reported to parents at benchmark grade levels.
096	Sen. Gordly	Asks how much capacity the ODE has to deliver the standards.
104	Flint	Responds that the ODE has primarily analyzed capacity through ongoing communication with the local districts. Cites an example of a taskforce that reviewed the implementation of the standards for the CIM. Comments that the State Board of Education expects to receive regular reports.
124	Sen. Gordly	Asks if there is information for every single school in the state on how they are building capacity to deliver on the CIM and CAM standards.
128	Flint	Responds that the ODE does not have that kind of information.
130	Sen. Gordly	Refers to Flint's list of challenges for the next biennium. Asks how many students there are that have not yet met the standards.
138	Flint	Responds that the first official reporting of this information will be available this spring. Gives the following preliminary results from 1998: 78 percent of the students in the 3 <sup>rd</sup> grade met the reading standards, 66 percent of 5 <sup>th</sup> grade, 55 percent of 8 <sup>th</sup> grade, and 48 percent of 10 <sup>th</sup> grade.
156	Sen. Gordly	Comments that there will need to be alternative learning opportunities for students that are not meeting the standards. Asks if there is enough capacity in Oregon to meet the needs of those students.

164	Flint	Believes that the ODE can make significant progress in helping students meet the standards.
187	Sen. Gordly	Asks if the ODE has enough capacity to assist all students.
194	Flint	Responds that the ODE does not have adequate funding to support every student attain the standards, in the short term. Believes that over the long term, the resources will be redirected and progress will be made.
207	Sen. Gordly	Asks if the capacity exists to meet the needs of all at-risk students.
215	Flint	Responds that every local district is currently updating their improvement plans, based on the state assessment from last year.
220	Sen. Gordly	Asks if the ODE has the resources to help those districts that are not meeting district and school improvement goals.
227	Flint	Responds that the ODE does not have adequate resources to assist every school district. Believes that there will be districts, schools, and students that will improve their performance through the assistance of the ODE.
244	Sen. Gordly	Asks if some districts will not receive services.
249	Flint	Responds that she cannot define the resources that would be necessary.
254	Chair Hartung	States that the committee will have Flint return to testify again. Adds that Sen. Gordly would like an explanation of challenges that the DOE is faced with.
274	Sen. Shannon	Cites other states that have students that score higher on tests, but do not spend as much money on education as Oregon does.  Refers to the sheepherder ads that were used to educate parents.  Asks Flint for a definition of the students who are not doing so well.
355	Chair Hartung	Responds that Flint will respond to Sen. Shannon's comments at another meeting.
357	Sen. Duncan	States that the concept of professional development is a key element. Comments that curriculum development started long before the design phase in 1991, as Flint mentioned.
390	Flint	Refers to page three of <b>EXHIBIT A</b> . States that the ODE did acknowledge that between 1982 and 1991, the Oregon assessment consisted of sampling student performance at the 8 <sup>th</sup> grade. States that today she was asked to report only on

		the Oregon Educational Act for the 21 <sup>st</sup> Century.
435	Chair Hartung	Closes informational meeting and opens work session on SB 165.
<b><u>SB 165 WORK SESSION</u></b>		
440	Vice-Chair Castillo	<b>MOTION: Moves SB 165 to the floor with a DO PASS recommendation.</b>
		<b>VOTE: 5-0</b> <b>EXCUSED: 2 ñ Duncan, Shannon</b>
454	Chair Hartung	<b>Hearing no objection, declares the motion CARRIED.</b>  <b>SEN. COURTNEY will lead discussion on the floor.</b>
463	Chair Hartung	Closes work session on SB 165 and opens public hearing on SB 205.
<b><u>SB 205 PUBLIC HEARING</u></b>		
<b>TAPE 29, B</b>		
001	Ron Adams	Former State Representative. Program Director, Oregon Youth Conservation Corps. Submits <b>(EXHIBIT B)</b> . States that SB 205 would move the Corps from the Oregon Commission on Children and Families to the Office of Community College Services (OCCS).
017	Chair Hartung	Staff presents testimony on behalf of Bret West <b>(EXHIBIT C)</b> .
018	Chair Hartung	Closes public hearing on SB 205 and opens work session on SB 205.
<b><u>SB 205 WORK SESSION</u></b>		
019	Sen. Duncan	<b>MOTION: Moves SB 205 to the floor with a DO PASS recommendation.</b>
		<b>VOTE: 6-0</b> <b>EXCUSED: 1 - Shannon</b>

037	Chair Hartung	<p><b>Hearing no objection, declares the motion CARRIED.</b></p> <p><b>SEN. DUNCAN will lead discussion on the floor.</b></p>
040	Chair Hartung	Opens the informational hearing on community college distance learning.
<b><u>COMMUNITY COLLEGE DISTANCE LEARNING</u></b>		
044	Tamara Dykeman	Oregon Community College Association (OCCA). Thanks the committee for the opportunity to discuss distance learning.
049	Dr. Terry Johansen	Director of Distance Learning, Oregon Community Colleges (OCC). Submits <b>(EXHIBIT D)</b> . States that in 1998, the enrollment in distance learning classes increased by 49 percent. Refers to a survey which states that 53 percent of all households in Oregon have computers and 35 percent are accessing the internet. States that computers are a mode of delivery that increases access to students.
088	Janet Scott	Director of Chemeketa On-line, Chemeketa Community College (CCC). Gives brief overview of Chemeketa On-line. Comments that internet technology enables students to receive training delivered on a computer day or night. States that currently CCC offers 125 credit courses on-line. Adds that CCC offers a degree in Fire Science.
143	Scott	Describes the on-line bookstore at CCC.
		<p>Lists the following licensing workshops that are offered at CCC:</p> <ul style="list-style-type: none"> <li>• Real estate</li> <li>• Food handler</li> <li>• Travel</li> <li>• Dental assistant</li> </ul>
171	Sen. Duncan	Asks if a person could take an on-line class without going through the college.
174	Scott	Responds that a person would need to register for the class through CCC. Adds that the on-line courses are password protected.
		Demonstrates how a student would take a test on-line.
197	Duncan	Asks how CCC is able to prevent cheating.

201	Scott	Responds that many of the on-line classes have tests that must be taken at the school.
		Comments that having the food handlers' license accessible through on-line courses has been very beneficial to the Spirit Mountain Casino. Demonstrates how to register for on-line courses.
275	Johansen	States that (across) 17 colleges, there are over 500 classes on-line now. Discusses how she is working with other colleges to expand their programs. Cites an example of Oregon Health Sciences University bringing nursing courses into an on-line format.
342	Chair Hartung	Asks Dykeman if she would be able to return to another meeting.
348	Dykeman	Responds that she would.
352	Dr. Ben Canada	Superintendent, Portland School District. States that since 1992, the Portland School District has made significant reductions in central administration, central programs, and teaching staff. Comments that he is working to streamline jobs to be more efficient.
402	Canada	States that there are rural districts in Oregon that have higher levels of poverty than districts in the Portland area.  Agrees with Gov. Kitzhaber that the current budget proposals are not sufficient enough to meet the educational needs of students across Oregon.
		States that he is a staunch supporter of meeting the CIM and Certificate of Advances Mastery (CAM) standards. Comments that the goal of having every child meet these standards has not changed. States that he has only changed the way to attain these standards. Urges the committee's support of the Portland School District's commitment to "success for all, no exceptions, no excuses."
<b>TAPE 30, B</b>		
017	Sen. Courtney	States in some ways rural poverty is worse than urban poverty. Comments that he is pleased that Canada recognizes the problem.
036	Canada	Comments that Sen. Courtney is correct. States that every child deserves the same educational opportunities.
046	Chair Hartung	Asks Canada to discuss the training program that will be used in Portland.
052	Canada	Responds that the program is to help current administrators get better at recognizing the challenges they are faced with. Comments that the local universities will be a part of the program. States that he is looking forward to sharing what Portland has learned from other districts across the state.



077	Chair Hartung	Asks Canada if his program is similar to the one that was used in Seattle.
079	Canada	Responds that it is.
082	Chair Hartung	Refers to the success that the principal of Jefferson High School has had with students.
088	Canada	Looks forward to working with the legislature for the children in Oregon.
093	Sen. Gordly	Thanks Chair Hartung for allowing Canada the time to speak today.
101	Sen. George	Comments that Canada has great ideas.
106	Canada	States that he wants nothing but the best for the children of Oregon.
116	Chair Hartung	Opens public hearing on SB 168.
<b><u>SB 168 PUBLIC HEARING</u></b>		
120	Bret West	Deputy Commissioner, OCCS. Submits <b>(EXHIBIT E)</b> . States that SB 168 proposes to change the name of the OCCS to the Department of Community Colleges and Workforce Development. States that the OCCS's work is no longer limited to community colleges and they believe that this name change would more accurately reflect their work. Adds that the change is also intended to give the community colleges and the workforce development providers increased visibility.
142	Chair Hartung	Asks West if SB 168 involves any policy changes.
144	West	Responds that it does not.
149	Vickie Totten	OCCA. States that the OCCA is very much in favor of this bill.
155	Sen. George	Asks if this bill has any operational meaning.
158	Totten	Responds that it does not.
175	Chair Hartung	Closes public hearing on SB 168 and adjourns the meeting at 2:51 p.m.

Submitted By, Reviewed By,

Karen O'Kelley Jan McComb

Administrative Support Administrator

**EXHIBIT SUMMARY**

**A ñ 21<sup>st</sup> Century Schools Act, written testimony, chart, and newsletter, Joanne Flint, 103 pp**

**B ñ SB 205, written testimony and brochures, Ron Adams, 7 pp**

**C ñ SB 205, written testimony, Bret West, 1 p**

**D ñ Community College Distance Learning, written testimony and course catalog, Dr. Terry Johansen, 17 pp**

**E ñ SB 168, written testimony, Bret West, 1 p**