

SENATE COMMITTEE ON EDUCATION

February 3, 1999 Hearing Room B

1:00 p.m. Tapes 25-26

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: SB 428 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
TAPE 25, A		
007	Chair Hartung	Calls the meeting to order at 1:19 p.m. and opens public hearing on SB 428.
<u>SB 428 PUBLIC HEARING</u>		
019	Gary Carlson	Associated Oregon Industries (AOI). Submits (EXHIBIT A) . States that AOI is Oregon's largest business organization. Adds that AOI members employ over

		<p>30% of Oregon's entire private workforce. States that AOI has long been involved in efforts to improve educational quality. Refers to the "Nation at Risk" report.</p> <p>States that SB 428 demonstrates AOI's interest in education's quality improvement by offering more options to customers of the education system, the students, and their parents. Refers to the Education in Oregon report. States that AOI's recommendations to improve excellence in education were to: end the social promotion of students, increase teacher professionalism, and recognize outstanding teacher performance.</p>
068	Carlson	States that AOI started the Oregon Educational Excellence Awards Program. Discusses the video Partners for Success ñ Business and Education, which was designed to help school principals improve failing schools. Comments that the video was distributed to every school principal in Oregon.
		States that the AOI's most recent program, from the mid-1990s, was called the Oregon Business Education Fellowship. Comments that the program developed action plans for implementing school improvement in 15 local communities in Oregon.
		States that AOI, the Governor's Office, and the Oregon Building and Construction Trades Council hosted the Workforce Summit in Portland. Adds that a Student Bill of Rights was recommended at the summit.
123	Carlson	<p>States that SB 428 has the following goals:</p> <ol style="list-style-type: none"> 1. Reduce the high school dropout rate. 2. Accelerate educational achievement. 3. Provide more educational options for young people.
		States that Minnesota, Colorado, and Washington State have enacted legislation similar to SB 428.
		Anticipates that in the absence of a Student Bill of Rights, some students would drop out of high school. Comments on a young man from Clackamas County who left the school system because he did not fit into program. States that a program, such as outlined in SB 428, would have kept him in the public system.
185	Carlson	<p>States that a Student Bill of Rights would:</p> <ul style="list-style-type: none"> • Encourage rapid educational advancement. • Provide more options and opportunities for young people. • Save a substantial amount money for students and their families.
222	Rep. Betsy Close	<p>House District 36. Submits (EXHIBIT B). Describes her background as a public school educator. Adds that for 11 years she home-schooled her four children.</p> <p>Testifies in support of SB 428. States that SB 428 is a pro-choice educational tool.</p>

		States that her son found it difficult to take courses in advanced math at the age of fourteen at the local community college.
		Encourages the committee to give all students the opportunity to move ahead as rapidly as possible in their educational advancement.
287	Sen. Courtney	Asks Carlson where classes would be taught.
290	Carlson	Responds that there are a variety of options. States that in Minnesota a competitive environment for educational services was created. Adds that the number of advanced placement courses offered in the public school system in Minnesota doubled. Believes that Minnesota is a good indicator of what could happen in Oregon.
342	Sen. Courtney	Asks if a college would be reimbursed for high school students attending classes.
352	Carlson	Gives an example of a student taking three classes at a high school and three at a community college. Explains that half of the money that would normally flow through the basic grant to the high school would instead go first to the community college, to offset any tuition and material costs.
378	Sen. Duncan	Comments that a similar program existed in the early 1980s in Oregon.
396	Carlson	Responds that other programs exist, however, they are not available state-wide.
		States that AOI is suggesting a more uniform, statewide opportunity for young people who are ready to accelerate their own advanced education.
TAPE 26, A		
002	Sen. Gordly	Asks Carlson if private institutions would be included. Refers to a private institution that works with under-served students.
012	Carlson	Responds that the intent of the bill is to cover that type of school. States that the goal is to make the options as broad as possible, but limited to non-profit institutions.
025	Sen. Gordly	Refers to the video, Partners for Success. Asks for the results of the video.
030	Carlson	Responds that AOI does not have measured results. Comments that the video gives a roadmap on how to turn a failing school around.

049	Sen. Gordly	States that she is troubled that there was not a follow-up study to the video. Asks if AOI is willing to do follow-up research.
056	Carlson	Responds that he is more than willing to do anything, within AOI's resources, to try and make a difference.
064	Sen. Gordly	Reiterates that she would like a follow-up.
068	Julie Brandis	AOI. States that AOI has done a great deal of follow-up research that she has been directly involved with. States that all of the 210 Oregon Educational Excellence Award winners explained how they used the video.
087	Vice-Chair Castillo	Asks Carlson if SB 428 would allow for K-12 funding to follow a student to a private institution.
090	Carlson	Responds that it would.
091	Vice-Chair Castillo	States her concern about further dividing up public school funding.
104	Shirley Clark	<p>Vice Chancellor for Academic Affairs, Oregon University System (OUS). Submits (EXHIBIT C). States that the OUS and its institutions support SB 428, in principle.</p> <p>States that SB 428 would move Oregon into state sponsorship of early options/dual college-high school enrollment programs. Believes that there is widespread interest across the country in "acceleration mechanisms" for able and motivated students.</p>
171	Clark	<p>Lists the following strengths of SB 428:</p> <ul style="list-style-type: none"> • Would increase the array of college-level learning opportunities for qualified students. • May increase the demand for early options programs. • Emphasizes the movement of students into higher education when they have demonstrated their readiness. • Would increase the range of alternatives for talented and motivated students. • Would ease the transition to full-time college study and result in earlier graduation or achievement of post-secondary education goals. • Would open student choices to a wide range of eligible post-secondary institutions.
246	Clark	<p>States that SB 428 has the following challenges that need to be addressed:</p> <ol style="list-style-type: none"> 1. Ensure appropriate advising and planning for students. 2. Analysis of the fiscal impact upon the public high schools. 3. General Purpose Grants should be averaged for payment to the receiving institution. 4. Apply unitary funding model to all public post-secondary receiving institutions.

		5. Public higher education institutions should not be required to provide textbooks and other materials.
295	Clark	Concludes that the OUS believes that SB 428 fits well with Oregon's emphasis on improving student learning.
308	Chair Hartung	States that he is looking for more money to fund early education. Asks if money could be saved by eliminating the 12 th year of high school.
337	Greten Karans	Director of Government Relations, OUS. States he came to assist the Vice Chancellor.
344	Vice-Chair Castillo	Asks Clark how many students are participating.
353	Clark	Responds that she will try to get an estimate.
379	Chair Hartung	Congratulates Korach on being Oregon's Superintendent of the Year.
382	Dr. Bill Korach	<p>Superintendent of Lake Oswego School District. Comments that he is looking forward to an opportunity to be the National Superintendent of the Year.</p> <p>States that he is opposed to SB 428. Comments that it would be very damaging to public education. States that the current situation in Oregon is as follows:</p> <ol style="list-style-type: none"> 1. The academic and developmental needs of Oregon's youth are of supreme importance to the state and the nation. 2. After the passage of Ballot Measures 47 and 50, homeowners are further disinvesting in Oregon's schools. 3. Oregon's public schools are seriously underfunded. 4. Communities have been left with very little control over the resources they have to spend on schools. 5. The legislature has instituted the most extensive school reform in the history of the state.
445	Korach	Urges the committee not to support further disinvestment in the K-12 public school system.
TAPE 25, B		
025	Korach	States that the junior and senior years are very significant experiences for kids in order to prepare for college.
046	Chair Hartung	Asks what has happened to the kids in Lake Oswego who did not make it into an advanced placement class.
048	Korach	Responds that there are a variety of advanced offerings.

		Summarizes that the legislature needs to guarantee funds to sustain the public school system. Comments that the focus should be on strategies that do not disinvest from the public school system.
065	Sen. Gordly	Asks Korach how charter schools fit into SB 428.
070	Korach	Responds that he opposes charter schools if they do not need to follow the same rules as public schools, yet still receive state funding.
084	Sen. Duncan	Asks Korach how much involvement his students have with community colleges and Portland State University (PSU).
087	Korach	Responds that Lake Oswego has a close working relationship with PSU and Lewis & Clark College.
102	Chair Hartung	Asks Korach what can be done to move a "Lake Oswego type of education" into the Portland school district.
118	Korach	Responds that Lake Oswego has conditions that are very favorable to education. States that Lake Oswego has very supportive parents.
127	Chair Hartung	Asks Korach what kind of options he would recommend for the Portland School District.
128	Korach	Responds that Portland taxpayers should be given the choice to fund certain programs in the school district.
135	Sen. Gordly	Asks the chair to define a "Lake Oswego type of education."
138	Chair Hartung	Responds that he is referring to a school district where students and teachers are not fleeing.
148	Sen. Gordly	States that it is a misrepresentation to say that parents are fleeing from the Portland School District.
154	Korach	States that the Lake Oswego School District is in a very competitive environment. Comments that they want to retain as many students as they possibly can.
167	Vice-Chair Castillo	States that one of the problems in Portland is a lack of stable funding.
183	Korach	Agrees that funding is a huge concern.

185	Betsy Shepard	Talented and Gifted Coordinator, Eugene School District 4J. Submits (EXHIBIT E) .
		Refers to SB 428. States that there is merit to the idea of students having seamless post-secondary coursework options while still attending high school. Comments that idea of students having a Certificate of Initial Mastery (CIM) or being in a certain grade is poor criteria to use. States that the CIM was never intended to be an endpoint for high school students but, rather, a benchmark.
252	Shepard	Believes that SB 428 is unnecessary. States that post-secondary courses should be made available to students through a seamless process that is directly tied to standards and sound education practices. States that examples already exist in many districts and are available for students who have a need and have met entry criteria.
304	Shepard	Gives the following examples of the Eugene School District's post-secondary options: <ol style="list-style-type: none"> 1. University of Oregon/Duck-link 2. Tech Prep-Lane Community College 3. Advanced Placement and International Baccalaureate Programs 4. Certificate of Advanced Mastery Alternative Learning Opportunities Pathway (CAM-ALOP) 5. Alternative Education Options such as: Creative Minds Learning Center, Lane Community College, and Northwest Youth Corps
398	Shepard	Asks the committee why SB 428 uses the CIM as criteria. States that the CIM was designed for different purposes. States that SB 428 might duplicate services. Comments that students would be at risk to fail in the higher institutions. States that SB 428 does not have support systems built in.
427	Sen. Courtney	Asks Shepard if the Eugene School District is making an effort to reach the small schools, as well as the larger ones.
TAPE 26, B		
001	Shepard	Responds that all of the programs that she has mentioned are outreached to all schools in county.
004	Sen. Courtney	Asks Shepard if she has participation from the smaller counties.
005	Shepard	Responds that she does not know. Adds that Eugene also has cyber school.
018	Tom Roberts	Assistant Superintendent Beaverton School District. Submits (EXHIBIT F) . States that concurrent enrollment in high school and college is very appropriate for some students. Comments that the Beaverton School District has a partnership with Portland Community College/Rock Creek Campus which has allowed hundreds of students to enroll in college courses for high school credit.

037	Sen. Duncan	Asks Roberts who pays for the college courses.
038	Roberts	Responds that the district does. States the community college sends a bill for tuition and materials to the school district. Comments that about 75 students each quarter participate in this program.
041	Sen. Duncan	Asks if the school district has placed a limit on the number of students that can participate.
043	Roberts	Responds that there is a limit.
044	Sen. Duncan	Asks if the tuition reflects actual or a negotiated costs.
046	Roberts	Responds that it is based on the actual tuition cost at the community college.
		Describes a program where students can attain dual credits through high school and Portland State University. Comments that there are many examples of partnerships that are currently available which allow students to stretch beyond the opportunities provided at the high school level.
		States that SB 428 would not revamp high school education in Oregon but, rather, confine high school to a two-year experience. Comments that SB 428 presumes that students are prepared for a post-high school educational experience. States that SB 428 appears to totally disregard the worth of the upper division programs offered in high school and undermines the work being done to implement the CAM throughout the state.
098	Roberts	Comments that SB 428 seems to disregard state and district graduation requirements and would be very costly to implement. Adds that this legislation would draw funds away from the public school system at a time when schools are struggling to implement the 21 st Century Schools Act. States that SB 428 would totally halt the efforts to implement the CAM.
		States that the Beaverton School District strongly urges the committee's rejection of SB 428.
128	Chair Hartung	Closes the public hearing on SB 428 and adjourns the meeting at 2:55 p.m.

Submitted By, Reviewed By,

Karen O'Kelley Jan McComb

Administrative Support Administrator

EXHIBIT SUMMARY

A ñ SB 428, written testimony, bill summary, study, report, and articles, Gary Carlson, 86 pp

B ñ SB 428, written testimony, Rep. Betsy Close, 2 pp

C ñ SB 428, written testimony, Shirley Clark, 3 pp

D ñ SB 428, written testimony, Dr. Bill Korach, 1 p

E ñ SB 428, written testimony and brochures, Betsy Shepard, 15 pp

F ñ SB 428, written testimony, Tom Roberts, 2 pp