

## SENATE COMMITTEE ON EDUCATION

February 8, 1999 Hearing Room B

1:00 p.m. Tapes 27 - 28

**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

Introduction of Bills SB 161 Public Hearing and Work Session SB 160 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 27, A		
005	Chair Hartung	Opens meeting at 1:07 p.m. Refers to the article that he distributed regarding education bills in the U.S. Senate ( <b>EXHIBIT A</b> ).
015	Chair Hartung	Opens public hearing on SB 428.

**SB 428 PUBLIC HEARING**

019	Mary Jean Sandall	<p>Program Assistant, Salem-Keizer Public School District. Testifies against SB 428 (<b>EXHIBIT B</b>). States that programs and cooperative relationships already exist in the Salem-Keizer School District. Refers to a brochure which was designed to address the educational needs of students not meeting, meeting, and exceeding standards. Cites the following examples of programs:</p> <ul style="list-style-type: none"><li>• Step Ahead</li><li>• 2 + 2</li><li>• Advanced Placement Examinations</li><li>• Willamette Scholar Program</li><li>• International Baccalaureate</li><li>• Dual Enrollment</li></ul>
		<p>States that in addition to the programs mentioned, the Salem-Keizer School District also has the flexibility to offer independent study, challenge tests, concurrent enrollment, night classes, and summer school. Comments that if significant numbers of students are removed from existing programs, funding would be jeopardized for the remaining students. States that SB 428 would take funding away from a resident school and give to a receiving school with the possibility for a significant loss of programs.</p>
072	Sen. George	<p>Asks if the Salem-Keizer School District cannot meet the needs of some students, then why not let someone else meet those needs.</p>
083	Sandall	<p>Responds that SB 428 would take away from the options that students have now. Refers to the brochure included in <b>EXHIBIT B</b>. States that there are currently opportunities to earn college credit at the high school level.</p>
106	Sen. George	<p>States that SB 428 is trying to meet the needs of all students.</p>
115	Sandall	<p>Responds that her district already has the type of programs that Sen. George is referring to.</p>
127	Vickie Totten	<p>Executive Director, Oregon Community College Association (OCCA). Submits (<b>EXHIBIT C</b>). Testifies in support of the concept of SB 428. States that the OCCA has concerns about the proposed funding mechanism.</p> <p>Refers to an arrangement between Mt. Hood Community College and its neighboring high schools that provide college credit to high school-aged students through dual enrollment.</p>
170	Bret West	<p>Deputy Commissioner, Office of Community College Services (OCCS). Submits (<b>EXHIBIT D</b>). States that community colleges currently serve several thousand high school juniors and seniors through a variety of programs. Believes that SB 428 would provide increased opportunities for high school students.</p>
		<p>States that the OCCS is very concerned about this legislation taking funds away from K-12. Comments that the distribution of funds should not become an</p>

		administrative burden on either the Department of Education or the local districts.
195	Sen. Gordly	Asks if the OCCS was consulted when SB 428 was being drafted.
200	Totten	Responds that they were not.
203	Sen. George	States that if a student drops out of school, the school district does not receive any funding.
214	Totten	Responds that if a student fails a college class, the district would still be required to pay. Comments that SB 428 does not provide any assurances that a student will perform.
229	West	States that K-12 does need additional revenue and the OCCS does not want to take funding away from them.
250	Sen. George	States that the school districts should provide whatever it takes to get students to be successful.
259	Sen. Duncan	Discusses his niece who finished high school a year ahead of her classmates because of an arrangement between her high school and a community college.
298	Totten	States that SB 428 would only be for students who qualify for admission into college programs.
313	Chair Hartung	Closes public hearing on SB 428 and opens work session to consider introduction of committee bills.
<b><u>INTRODUCTION OF COMMITTEE BILLS</u></b>		
318	Jan McComb	Committee Administrator. Explains that LC 3007 requests that school districts consider lower caseloads for special education teachers.
		Explains that LC 3148 would appropriate money from the General Fund to OCCS so they could access their community college capital needs.
329	Sen. George	Asks for a fiscal impact statement on LC 3148.
332	Chair Hartung	Responds that \$300,000 is specified in the bill.
341	Chair Hartung	<b>MOTION: Moves LC 3007 BE INTRODUCED as a committee bill.</b>

		<b>VOTE: 7-0</b>
	<b>Chair Hartung</b>	<b>Hearing no objection, declares the motion CARRIED.</b>
<b>345</b>	<b>Chair Hartung</b>	<b>MOTION: Moves LC 3148 BE INTRODUCED as a committee bill.</b>
		<b>VOTE: 7-0</b>
	<b>Chair Hartung</b>	<b>Hearing no objection, declares the motion CARRIED.</b>
<b>348</b>	<b>Chair Hartung</b>	Closes work session on introduction of committee bills and reopens public hearing on SB 428.
<b><u>SB 428 PUBLIC HEARING</u></b>		
<b>349</b>	<b>Bill Christopher</b>	Former Dean of Instruction, Watkin Community College, Bellingham, Washington. Refers to similar legislation that was passed in Washington called Running Start. States that in Washington, transportation is not provided for high school students going to a college. Characterizes the students in the Running Start as those who were dissatisfied with their high school experience. States that parents in Washington supported Running Start because it saved time and money.
<b>TAPE 28, A</b>		
<b>023</b>	<b>Chair Hartung</b>	Asks if Running Start picked up kids that otherwise would have dropped out of school.
<b>028</b>	<b>Christopher</b>	Responds that some students were potential dropouts or were home-schoolers.
<b>030</b>	<b>Chair Hartung</b>	Asks how many students dropout in Washington.
<b>032</b>	<b>Christopher</b>	Estimates that 18-20% of students dropout.
<b>038</b>	<b>Jerome Cole</b>	Former student of Portland Community College (PCC). States that he plans to graduate from the University of Oregon in June of 2000 at the age of nineteen.
		States that prior to attending PCC he was struggling in high school. Comments that the quality of instruction at his high school was very low.

		States that while attending community college he had to work full-time. Comments that there are many students who would benefit from legislation like SB 428.
101	Cole	States that SB 428 would help to retain students in Oregon. Believes that if students begin college in Oregon they are more likely to complete their degree in Oregon.
		Discusses the objection that SB 428 would take money away from K-12 education. Believes that K-12 education has relatively low fixed costs and when students are removed from public schools, the variable costs go down.
		Refers to Sen. Duncan's comment that these types of programs already exist. States that not all students can afford to pay for alternative programs.
173	Sen. George	States that if the legislature could help other students like Cole, then he would vote for this bill.
176	Sen. Gordly	Asks Cole where he attended high school.
178	Cole	Responds that he attended Milwaukie High School.
180	Sen. Gordly	Asks Cole to elaborate on how a community college caused a dramatic change for him in education.
184	Cole	Responds that he was treated like a mature, responsible person, worthy of respect.
191	Sen. Duncan	Concurs with Cole. States that he is a huge supporter of community college programs.
208	Cole	Believes that some school districts do not have the best interests of students in mind.
222	Sen. Gordly	Asks Cole how he plans to use his education.
225	Cole	Responds that his degree will be in Economics. Adds that he is interested in securities, law, and finance.
234	Kathie Osborn	<p>Staff attorney, Juvenile Rights Project. Testifies in support of SB 428. States that the Juvenile Rights Project is the only non-profit, public interest law firm in Oregon that represents only juveniles.</p> <p>Reports that a majority of their caseload is dependent children. States that many of the foster children have the academic ability, but not the financial support to</p>

		attend college.
292	Osborn	States that SB 428 would provide an opportunity for foster children to earn two years of college credit before they turn 18 and are out on their own.
313	Chair Hartung	Asks Osborn how many clients her office has that are 17 or 18 years old.
316	Osborn	Responds that she will find out.
318	Chair Hartung	Asks Osborn where her office is located.
320	Osborn	Responds that her office is located is northeast Portland.
324	Chair Hartung	Asks when the Juvenile Rights Project got started.
325	Osborn	Responds about 23 years ago.
327	Chair Hartung	Asks Osborn if there are any other bills that her office has an interest in.
329	Osborn	Responds that there are many.
330	Chair Hartung	Asks Osborn to provide him with a list of those bills.
331	Osborn	Responds that she will.
333	Vice-Chair Castillo	Comments that Oregon is not doing a very good job of providing support services to juveniles.
344	Osborn	Responds that she agrees.
347	Grattan Kerans	Director, Government Relations, Oregon University System (OUS). Submits <b>(EXHIBIT E)</b> . Responds to the chair's request to provide an estimate of the number of students who might benefit from SB 428, if it is adopted. Estimates that Oregon would serve 8-11% of the 11 <sup>th</sup> and 12 <sup>th</sup> graders in the public K-12 system.
409	Kerans	Emphasizes that the bill would have a negative fiscal impact on the university system. States that the bill needs to be amended.
428	Sen. Gordly	Asks for Kerans to summarize the content of the Oregon Early Options Study.

432	Kerans	Responds that the intent of the study was to create a baseline review of the kinds of early options and transition programs which are available to high school students in Oregon. States that the study showed that only 42% of the high school students had the range of options they wanted. Adds that the smaller school districts had fewer options.
<b>TAPE 27, B</b>		
018	Sen. Duncan	States that Oregon high schools should be able to serve students like Cole. Comments that his goal would be to improve the high schools, rather than to try other methods.
052	Chair Hartung	Closes public hearing on SB 428 and opens public hearing on SB 161.
<b><u>SB 161 PUBLIC HEARING</u></b>		
055	Michael Green	Controller, OUS. Submits <b>(EXHIBIT F)</b> and testifies in support of SB 161. States that the statutory amendments in SB 161 would provide increased operational flexibility to the OUS in administering its payroll system. Explains that SB 161 would allow the OUS to pay its employees more frequently than monthly and for different pay periods. Comments that SB 161 would reduce the manual process of correcting overtime.
105	Chair Hartung	Asks Green how long he has been the controller for the OUS.
108	Green	Responds that he has been the controller for two and a half years.
109	Chair Hartung	Asks Green if he has noticed any changes in efficiency since the legislature passed the Higher Education Efficiency Act.
112	Green	Responds that he has. Comments that prior to the Higher Education Efficiency Act, his office processed all of the accounts payable. Comments that his staff has been reduced by 12 because the processing is now done at the campus level.
	Chair Hartung	Closes public hearing on SB 161 and opens a work session on SB 161.
<b><u>SB 161 WORK SESSION</u></b>		
130	Chair Hartung	<b>MOTION: Moves SB 161 to the floor with a DO PASS recommendation.</b>
		<b>VOTE: 7-0</b>

	Chair Hartung	<p>Hearing no objection, declares the motion <b>CARRIED</b>.</p> <p><b>SEN. CASTILLO</b> will lead discussion on the floor.</p>
		Note that Sen. Courtney and Sen. Duncan voted in favor of SB 161 on TAPE 27, side B, tick 200.
142	Chair Hartung	Opens public hearing on SB 160.
<b><u>SB 160 PUBLIC HEARING</u></b>		
143	Green	Submits <b>(EXHIBIT G)</b> . Testifies in support of SB 160. States that SB 160 would clarify the authority of the OUS to deduct an overpayment of salary or compensation from future salary or compensation payments.
160	Gordly	Asks Green how frequently overpayments occur.
162	Green	Responds that he can find out. Explains that this bill would include the higher education portion of the statutes.
177	Chair Hartung	Closes public hearing on SB 160 and opens work session on SB 160.
<b><u>SB 160 WORK SESSION</u></b>		
178	Chair Hartung	<b>MOTION: Moves SB 160 to the floor with a DO PASS recommendation.</b>
		<b>VOTE: 7-0</b>
	Chair Hartung	<p>Hearing no objection, declares the motion <b>CARRIED</b>.</p> <p><b>SEN. CASTILLO</b> will lead discussion on the floor.</p>
		Note that Sen. Duncan voted in favor of SB 160 on TAPE 27, side B tick 213.
200	Chair Hartung	Hearing no objections, lets Sen. Courtney and Sen. Duncan vote on SB 161. Both senators vote in favor of the bill.



213	Chair Hartung	Hearing no objections, lets Sen. Duncan vote on SB 160. The senator votes in favor of the bill.
231	Sen. Gordly	Asks the chair if the committee will hear an update on the 21 <sup>st</sup> Century Schools Act.
242	Chair Hartung	Responds that the committee will spend whatever time necessary to review it.  Refers to an article from the Oregonian, <b>EXHIBIT A</b> . Comments that the two U.S. Senators from Oregon are pushing for a major education proposal.
309	Vice-Chair Castillo	States that the committee does not hear enough success stories. Suggests inviting teachers who have overcome challenges to testify.
331	Chair Hartung	Agrees that the committee should invite more teachers to testify.
338	Sen. Courtney	Asks if there is a teacher shortage in Oregon.
344	Chair Hartung	Responds that the shortages appear to be in the areas of math, science, language, and special education.  Comments that there needs to be a bill that would encourage the best and brightest students to become teachers. States that he wants to enhance the professionalism of teachers.
388	Sen. Gordly	Comments that Portland will be faced with a shortage of principals in the next few years.
397	Sen. Courtney	Believes that there will be a teacher shortage in the future. States that he will check with his sources.
418	Sen. Gordly	Asks Carlson about the teacher shortage.
425	Gary Carlson	Recalls a statistic that about half of Oregon's teachers will be eligible for retirement in the next five years.
443	Chair Hartung	Refers to a program in Seattle that trains school principals. Adds that Portland is considering a similar program.
<b>TAPE 28, B</b>		
018	Chair Hartung	Adjourns meeting at 2:35 p.m.

Submitted By, Reviewed By,

Karen O'Kelley Jan McComb

Administrative Support Administrator

**EXHIBIT SUMMARY**

**A ñ General information, newspaper article, Sen. Hartung, 1 p**

**B ñ SB 428, written testimony and brochure, Mary Jean Sandall, 6 pp**

**C ñ SB 428, written testimony and brochure, Vickie Totten, 11 pp**

**D ñ SB 428, written testimony, Bret West, 1 p**

**E ñ SB 428, written testimony, Grattan Kerans, 4 pp**

**F ñ SB 161, written testimony, Michael Green, 2 pp**

**G ñ SB 160, written testimony, Michael Green, 1 p**