

SENATE COMMITTEE ON
EDUCATION

Hearing Room
Tapes - 5

MEMBERS PRESENT:

Sen. Tom Hartung , Chair
Sen. Ken Baker
Sen. Shirley Gold
Sen. Marilyn Shannon
Sen. Cliff Trow

MEMBERS EXCUSED:

Sen. Rod Johnson

STAFF PRESENT:

Fallie Calder, Committee Administrator
Carolynn Gillson, Committee Assistant

ISSUES DISCUSSED:

Report from Office of Community College Services
Report on Charter Schools
Report from State Board of Education

These minutes contain materials which paraphrase and/or summarize statements made during this session. Only text enclosed in quotation marks report a speaker's exact words. For complete contents of the proceedings, please refer to the tapes.

TAPE 3A

003 SENATOR TOM HARTUNG, Chair: Reviews agenda for Policy Makers Program sponsored by Dansforth Foundation that he will be attending.

- > No committee meeting on Thursday.
- > Discussion of `the topics listed on agenda.

Informational Meeting

Roger Bassett, Commissioner, Office of Community College Services (OCCS)
Keith Skelton, Portland Community College (PCC)
Marcia Atkinson, Portland Community College
Rep. Patti Milne, District 38
Susan Massey, Chair, Oregon State Board of Education (OSB E)

055 ROGER BASSETT, Commissioner, OCCS: Presents overview of the community colleges in Oregon (EXH. A).

- > Emphasizes there are differences between each community college district.
- > Reviews information in handout on community college missions.

152 SENATOR KEN BAKER: What is going on inside your office and the institutions to deal with the larger number of students going to community colleges instead of four year colleges because of Measure 5?

BASSETT: In spite of the pressure, the balance has not shifted much.

183 SENATOR CLIFF TROW: How is the joint board operation working as far as community colleges are concerned? Is it helping with articulation between the various segments of education?

BASSETT: Talks about the joint board's shared commitment.

> Most successful moment is agreement that proficiency-based standards upon

which certifications of mastery are to be granted would be the same or similar to the standards for admission to OSSHE institutions.

> Joint Board has accepted the challenge of looking at education reform and transfers.

225 SEN. TROW: Requests community college view on student need grants?

BASSETT: Our view is the state need grant program should provide assistance to as many students as possible. Any sacrifice in the size of the grant should be for that purpose.

CHAIR HARTUNG: Do you have many out-of-state students come to Oregon to attend community college?

BASSETT: Only for those community colleges on the state's borders with Idaho and Washington.

> There are policy exceptions to local community college admittance such as reciprocity agreements.

334 CHAIR HARTUNG: Where does the initiative usually come from for establishing a district and does your office have any role in those proposals?

BASSETT: Initiatives are always local and by a vote.

> Two years ago OSB E adopted the policy that community college boundaries be extended statewide and have it take place by annexation.

> Talks about annexation proposals, enrollment standards and community college service districts.

> Talks about partnership agreements between community colleges and higher education institutions.

325 BASSETT: Review information concerning the statewide network of community colleges (p. 1-3).

TAPE 4A

050 BASSETT: Outlines issues concerning community colleges and educational reform (p. 5-8).

> Talks about proficiency standards for high school students and the preparation role of community colleges.

> Notes concern that the Governor's budget does not sustain funding of staff and curriculum development for the next biennium.

087 CHAIR HARTUNG: Is there any role for community colleges in HB 3565?

BASSETT: Community colleges primarily provide the alternative learning opportunity in HB 3565.

> Reviews information in handout concerning priority issues: workforce and

service to business and human resources.

>Notes programs offered at community colleges are listed on pages 11-14.

154 SEN. TROW: What percentage of job training comes through community colleges?

BASSETT: Approximately 50 percent. Share responsibility with the Job Training Partnership Act (JTPA..) providers and others.

> Reviews information in handout on access and efficiency.

185 CHAIR HARTUNG: Are there ways the State Board of Higher Education and the Chancellor's office could be more cost-effective?

200 KEITH SKELTON, PCC Board Member: Explains why the hardest thing to do is to downsize and uses the number of law schools as an example. Should two colleges in the same general area be offering the same programs?

> Notes the difference in operation between community colleges and higher ed institutions.

> Talks about relationship between higher ed, community colleges and the school districts in Washington county where they have started a consortium.

> Talks about downsizing at Portland Community Colleges

294 MARCIA ATKINSON, Board Chair, PCC: Expresses her desire that community colleges maintain local control.

TAPE 3B

020 CHAIR HARTUNG: Are community college instructors unionized?

BASSETT: Twelve are organized by OEA, two by OFT and two are not affiliated with a statewide organization.

> Umpqua CC in Roseburg is not organized and Linn-Benton has their own organization.

036 REP. PATTI MILNE, District 38: Talks about testimony presented to Children and Families Committee concerning decentralization.

> Talks about progress in drafting a charter school bill.

> Reads written testimony concerning charter schools (EXH. B).

> Working on funding formula with both the legislative fiscal and revenue offices.

112 CHAIR HARTUNG: Has there been any problem with the constitutionality of charter schools?

REP. MILNE: Yes. It depends on how it is worded and implemented in regards to state constitutions.

CHAIR HARTUNG: Would a charter school that you envision be like Park Elementary School in east Multnomah county?

REP. MILNE: The difference is charter schools are public.

SEN. SHIRLEY GOLD: Interested in a more specific definition of charter schools? Words are already in law permitting what you would like to achieve.

REP. MILNE: Definition could vary between individual charter agreements. It is a legally independent but publicly funded school. Schools that are brought into existence to meet specific outcomes parents want for their children. A sponsor takes their proposal for a charter school to a local

school board or ESD board.

167 SEN. GOLD: What entity accesses or judges whether a charter school is meeting it's own plan.

REP. MILNE: Board granting charter and parents of students will be watching to see that outcomes are met do what the plan proposes.

SEN. GOLD: In current statute, the word choice and not charter schools is used. Already have language in law to do what you envision. Concerned about duplication in legislation. Sometimes use different words to achieve same thing.

259 REP. MILNE: Agrees nothing in current law prevents forming charter schools. Feels the necessity for statute to speak specifically to charter schools and providing clear diameters. People need to understand clearly so they can proceed.

SEN. TROW: Would charter schools not have to meet state standards?

REP. MILNE: A charter school can choose to comply with any standards. Deregulation is critical for innovative programs.

SEN. TROW: So schools may choose not to meet those standards. How does the funding work for charter schools?

REP. MILNE: The funding would be handled carefully so no school district would feel money is being taken away from them. It means moving students from one public school program to another. Does not realistically see many new facilities being built. Perhaps areas in existing schools or in vacant buildings can be used. Up to people putting proposal together to include where the charter school will be located.

SEN. TROW: Are you talking about a negotiated charter?

REP. MILNE: Need to realize people bringing proposal to school board will need to make some changes and compromises before a decision is made to start the charter. The key is flexibility. Need to show in their proposal how they will meet their outcome.

279 SENATOR MARYLIN SHANNON: Will teachers in charter schools have tenure?

REP. MILNE: Have not discussed that issue yet. Since charter schools are deregulated there will be ways to offer incentives to teachers.

SEN. GOLD: Talks about charter schools that already exist in various parts of Oregon.

TAPE 4B

050 REP. MILNE: The smaller school districts have not be able to have these types of programs.

> Views legislation as road map with specific procedures to make it easier but it is not a mandate.

SEN. TROW: Would certified teachers teach in the schools?

REP. MILNE: It would have to be addressed in the charter. Looking at alternative kinds of certification.

SEN. BAKER: It is really a question of governance.

114 SUSAN MASSEY, Chair, OSB E: Reviews her written testimony concerning what the Board's priorities are, why they are priorities and how they are being addressed (EXH. C).

> Notes the priorities are restructuring as laid out in HB 3565, stable and adequate funding and continuation of joint boards effort.

SEN. SHANNON: What do you define as character education that schools are suppose to develop?

MASSEY: Lists ethic and civic values state law already contains in a mandate for schools to provide character education.

> Talks about Aspen declarations adopted by the state board.

SEN. SHANNON: Concerned about what the schools need to give up in order to provide character education.

205 MASSEY: Continues her testimony - Board believes school reform plan (3565) is working but needs more time.

> Reviews testimony concerning funding.

> Reviews information in letter from superintendent in Corvallis concerning

reduction in staff and programs (EXH. D).

379` > Talks about the third priority - joint boards effort.

TAPE 5A

006 SEN. SHANNON: How does the State Board access the drop in SAT scores in

Forest Grove where 3565 is rapidly being implemented? Refers to Oregonian article.

MASSEY: Not aware of any of the work at Forest Grove.

> Believes standardized testing is undergoing revolution. Need to reassess

what is being taught and the method of assessment being used.

045 CHAIR HARTUNG: Talks about townhall meeting held on January 14 in Hillsboro concerning HB 3565.

080 > Adjourns meeting at 10 a.m.

Reviewed and submitted by,

Carolynn Gillson
Committee Assistant

EXHIBIT SUMMARY:

A Community College report, OCCS, 23 pages

B Charter School testimony, Rep. Patti Milne, 2 pages

C Board of Education testimony, OSB E Chair, 4 pages
D Board of Education testimony, Corvallis School Dist., 2 pages