

HOUSE COMMITTEE ON EDUCATION

April 08, 1993 Hearing Room E 1:30 p.m. Tapes 47 - 49

MEMBERS PRESENT: Rep. Carolyn Oakley, Chair Rep. Jim Whitty, Vice-Chair
Rep. John Meek Rep. Patti Milne Rep. John Schoon Rep. Larry Sowa Rep.
Sharon Wylie

STAFF PRESENT: Linda Sample Brown, Committee Administrator
Carolynn Gillson, Committee Assistant

MEASURES CONSIDERED: HB 3415 - Auth. Rogue Comm. Coll. Dist. to
annex area in Jackson County, PUB HB 3225 - Dir. pymt of certain
student stipends for

community service from lottery funds, PUB HB 3371 - Modifies proced. for
reduction in force in

sch. dists, PUB

[--- Unable To Translate Graphic ---] 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. [--- Unable To Translate Graphic ---]

TAPE 47, SIDE A

004 REP. CAROLYN OAKLEY, Chair: Calls meeting to order at 1:35 p.m.

Public Hearing on HB 3415 Rep. John Watt Harvey Bennett, Rogue Community
College (RCC) Roger Bassett, Office of Community College Services (OCCS)
Karen Garst, Oregon Community College Association (OCCA)

018 REP. JOHN WATT, District 50: Points out there is no community
college in Jackson county but there are dislocated timber workers who
need to be retrained. > Resistance exists in Jackson county to add
the tax burden of a

community college. > Currently, Rogue Community College (RCC) serves
over 5900 students

from Jackson county who are paying out of district rates. > HB 3415
would allow the dialogue concerning a community college to

begin. Each community college would be asked to share part of their
funding with Jackson county.

084 HARVEY BENNETT, president of Rogue Community College: Talks
about enrollment at RCC and what areas it represents. > Bill provides
authority to work within a solution gaining process.

There are over 200,000 people in an economic zone that needs
development. > Whatever we come up with must be fair with all the

constituents. > A plan would describe what the vote would need to be on. The vote

might be over an organization process as well. > Previous votes have been on tax issues. > State Board originally planned to have a two-county college.

183 ROGER BASSETT, Commissioner, OCCS: Oregon State Board of Higher Education (OSB HE) is looking at statewide responsibility for funding

community colleges. Currently, the boundaries of all 16 community college districts do not cover the entire state. OSSHE has initiative underway to push boundaries out to the state borders without creating any more community college districts. > Board has requested consideration of the -1 amendments (EXHIBIT A). > Provides list of criteria cited in amendment but not included in the

bill (EXHIBIT B). > Effect of bringing additional territory into any community college

district is to extend the underlying levy for community college services to areas which did not previously have one. > One portion would come out of the area tax limitation and the

replacement dollars would come out of the statewide pool. > A new responsibility on state general fund support for community

colleges would be created by this. It is a discretionary appropriation. > Once the district is established, then OCCS would come to the

Legislature or the E-Board for consideration of annexation and the funding level proposal.

CHAIR OAKLEY: Will there be any new buildings?

BENNETT: At this point, the legislation would allow the Board to plan.

Not really thinking about a whole new campus because existing facilities could be used.

315 KAREN GARST, director, OCCA: On March 19, the OCCA Board of Directors voted to support the bill. > Reviews background on past legislation that would have delivered

service to all Oregonians. > Talks about the steps taken towards that goal. > Bill sets up planning process to achieve goal. > Need to provide resources from one county to two counties.

355 REP. JOHN MEEK: Does RCC have a tax base? How does the tax base work when you take in additional area?

BENNETT: Yes, since 1980. > Look at several things in a plan concerning an operational base

including some state support. > Planning process would be allowed over a

period of years.

424 REP. MEEK: In the laws that govern cities and school districts, is there a section dealing with expansion of tax bases of community college districts?

BENNETT: Not to my knowledge.

BASSETT: The OSB HE will ask the Attorney General for an opinion on how to get from no specific reference to an answer.

456 CHAIR OAKLEY: What is the difference in tuition between in-district and out-of-district?

BENNETT: One and one-half times per credit. RCC tuition per credit is \$29.

TAPE 48, SIDE A

Public Hearing on HB 3225 John Petersen, Oregon Student Lobby (OSL) Peggy Timm, Department of Human Resources (DHR) Dr. Richard Meyers, Western Oregon State College (WOSC) Pamela Waring, Portland State University (PSU) Darrell Coulter, Monmouth-Independence Chamber of Commerce Phyllis Guile, Salem Education Assoc. Jennifer Whitebread, student

033 JOHN PETERSEN, vice chair of OSL: Reads testimony in support of HB 322 5 (EXHIBIT C) because it would enable students to work their other jobs

and get true hands on experience in the field they are interested in.

CHAIR OAKLEY: What type of pay are you looking at when you are talking about a stipend?

PETERSEN: Refers to fiscal impact statement drafted by the OCCS (EXHIBIT D). > Payment to student is based on minimum wage per hour plus 10 percent

to cover transportation. > Talks about proposing amendments that would enable the cost of the

program to go down.

140 REP. MEEK: Is there any particular reason this money is not available to students statewide?

PETERSEN: The state colleges are best for a pilot program because they are closely connected to the state agencies.

REP. MEEK: Are colleges restricted today from offering college credit hours for work experience?

PETERSEN: No.

REP. SOWA: Would it be community service for students who volunteer to work in our offices?

PETERSEN: Yes it is. > The number of credits would vary from institution to institution.

187 PEGGY TIMM, DHRVolunteer Service Program: Reviews the purpose of their program. > Work is donated by over 4,000 volunteers. > Program would pay federal minimum wage and offer a post-service

benefit to be applied to college tuition or loans. > Talks about the proposal in HB 3225. > Proposes collaborative linkup with other volunteer managers who work

for state agencies. > This bill would help us accomplish community service based on people and government working at the grass roots level to form partnerships.

REP. SOWA: How would this link up with the Clinton plan to pay off student loans by public service?

TIMM: Talks about proposals to apply for grants. Projects must combine service learning and hands on community service.

282 DR. RICHARD MEYERS, president of WOSC: Reviews his written testimony concerning the philosophical aspects of HB 3225 (EXHIBIT E). > Proposes an amendment for lines 15-16 of the bill.

395 CHAIR OAKLEY: Do you expect any additional administrative costs for institutions that get involved in this program?

MEYERS: We can handle it but it is not because we are overstaffed. > Program available to both upper and lower division students in the public system.

REP. MILNE: Is this first-come-first serve for students who apply or is it first available to students with financial need?

PETERSEN: Yes, this is based on first come first serve. > Money is allocated to each institution and then go to the students.

TAPE 47, SIDE B

002 REP. MILNE: Are we talking real dollars or a credit that can be applied to tuition?

PETERSEN: It would be real dollars. > Goes into further detail about the program. > Talks about the number of students stipends would be provided for and refers to fiscal impact statement.

REP. SCHOON: How would WOSC handle the program?

MEYERS: It would be an coordinated effort with the departments.

048 REP. WYLIE: Do the colleges still have work study programs?

PETERSEN: Yes, but it is declining rapidly. > Don't have the number of students. Between 7 and 8 students out of 10 are eligible for financial aid at WOSC. The amount per student has been declining because the amount at each institution has not kept up.

075 PAMELA WARING, cooperative education coordinator, PSU: Reads her testimony in support of HB 3225 because it provides a model for a

workable solution (EXHIBIT F). > Suggests allowing individual education institutions to decide on

appropriate credit earned and the amount of credit received. > Reviews list of components for a valuable community service project. > Student should be able to select among projects approved by OSSC.

160 DARRELL COULTER, president of Monmouth-Independence Chamber of Commerce: > Testifies in support of HB 3225 because students can work and earn

some of their educational expenses instead of having to borrow money. > Grassroots effort for true economic development.

182 PHYLLIS GUILLE, president of Salem Education Assoc.: Reviews her written statement in support of HB 3225 (EXHIBIT G) because it offers unique

opportunities for today's college students to explore and experience

specific fields of study or career options available to them. > Reviews examples of how she would help college students explore the

world of education.

REP. SOWA: Should college students be paid for volunteering in schools?

GUILLE: The person receiving the stipend really returns the money back to the system by way of tuition payment or taxable income.

267 JENNIFER WHITEBREAD, senior at SOSOC: Talks about her experiences working her way through college. Would prefer working in her field of

interest instead taking any job that is available. Program will help both the community and the college to work together towards a common goal.

Testimony in support of bill was provided by Oregon Federation of Teachers, Education and Health Professionals (OFTEHP) (EXHIBIT H).

Public Hearing on HB 3371 Vickie Totten, Oregon School Boards Association (OSB A) John Danielson, Oregon Education Association (OEA) Joe Benninghoff, Confederation of Oregon School Admin. (COSA)

380 VICKIE TOTTEN, OSB A: Most of our requests in this bill are the result of anticipating funding cuts that result in staff reductions across the state and resolve some issues that will make it more cost effective for school districts to deal with these cuts. > Reviews her testimony that outlines proposed changes for HB 3371

(EXHIBIT I).

TAPE 48, SIDE B

002 TOTTEN: Talks about court case that gives precedent for taking affirmative action language out of the bill (see footnote 7 on page 2 of testimony). > Continues reviewing proposed changes for HB 3371. > Suggests including an emergency clause.

068 REP. MEEK: In regards to the appeal from a decision on reduction of staff or recall, why can't the appeal go to the elected school board.

TOTTEN: This is after the appeal to the school board. > Reviews the arbitration and repeal process they are asking to have

removed from the law. > Suggests having writ of review to the court in the absence of any

other agreement.

112 REP. WYLIE: How many contracts are silent on this issue?

TOTTEN: Contracts are only silent in part and then the statutes would apply.

REP. SOWA: Are teacher layoffs done in a public hearing before the board?

TOTTEN: Not necessarily. It depends upon the circumstances. There are contracts that allow layoffs to be grieved. Board is bound by the terms of the contract and statute.

160 JOHN DANIELSON, OEA: Speaks in favor of some components of the bill and against others. > Reduction in force clause was passed by the Oregon Legislature in the early 80s. It was believed in the state's general interest to use the

same process throughout. Districts have other options when reducing their work force. The most common is the fair dismissal appeals law as it applies to probationary teachers. This takes care of most of the reduction of force of teachers.

CHAIR OAKLEY: Under the fair dismissal law, how often does it happen today?

DANIELSON: Within the first three years, it is fairly frequent. With

permanent teachers, reduction in force is rare. > Currently using the law to reduce work force. > Situation can differ in each school district. > Believes OSB A proposal is a good amendment and reviews specific areas of it. > On line 11, original language is superior to that proposed by the

OSEA. > Difficult for OEA to accept "recent teaching experience" on lines 13

and 29. > No problem with amendment in line 30. > Agrees with OSB A about affirmative action policy and explains why OSB A feels it is unconstitutional as currently stated. Strongly favors

adoption of original affirmative action policy. > Talks about appeals procedure on line 21 - 35 where writ of review in the circuit court is substituted for an arbitration procedure. Believes the arbitration process should be retained. > Believes lines 40-42 should be eliminated and the emergency clause

should be added.

445 JOE BENNINGHOFF, COSA: We are particularly interested in introducing the concept of recent teaching experience into the statutes. > Talks about notification of layoffs and board action.

REP. SOWA: Do they generally tell the teacher they can appear before board with legal counsel?

BENNINGHOFF: It may not happen. The teacher would receive a routine letter.

TAPE 49, SIDE A

023 REP. WYLIE: What are the standard practices in demonstrating competency and merit both from the point of view of the teachers and the

administration? How would you determine that in a layoff mode?

BENNINGHOFF: The competency issue is easily defined because of licensing. > Merit issue causes problems because no evaluation system is in place. Greater reliance on recent teaching experience would help deal with the merit issue.

DANIELSON: A good teacher is a good teacher if they know the material. There is no perfect solution to the experience and competency question.

BENNINGHOFF: Talks about teachers who are qualified to teach many issues but may not teach them well.

095 CHAIR OAKLEY: Adjourns meeting at 3:40 p.m.

Reviewed and submitted by:

Carolynn Gillson Assistant

EXHIBIT LOG: A - HB 3415-1 amendment - OSB A - 1 page B - Testimony on
HB 3415 - OSB A - 1 page C - Testimony on HB 3225 - OSL - 3 pages D -
Fiscal impact on HB 3225 - OSSC - 2 pages E - Testimony on HB 3225 -
WOSC - 3 pages F - Testimony on HB 3225 - PSU - 2 pages G - Testimony
on HB 3225 - Salem Education Assoc. - 2 pages H - Testimony on HB 3225
- OFTEHP - 1 page I - Testimony on HB 3371 - OSB A - 5 pages