

SENATE COMMITTEE ON EDUCATION

January 26, 1993 Hearing Room 343 3:00 p.m. Tapes 3 - 4

MEMBERS PRESENT: Sen. Catherine Webber, Chair Sen. Stan Bunn Sen. Ron Cease Sen. Shirley Gold Sen. Paul Phillips

STAFF PRESENT: Jan Barga, Committee Administrator Julie Mušiz, Committee Assistant

MEASURES CONSIDERED: Informational Meeting

[--- 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 3, SIDE A

003 CHAIR WEBBER: calls meeting to order at 3:08 p.m.

007 NORMA PAULUS, SUPERINTENDENT OF PUBLIC INSTRUCTION: We have made many structural changes in the Department of Education. There were 242

positions cut in the early 80s. Since then, we are decreasing the employment even more. Last Session, we made cuts for money for an assessment program. By the end of July, we plan to cut about 63 more positions. About ten years ago, the Legislature tried to close the blind school. This year the Governor was advised to close the both the blind and the deaf schools. I don't think that we should. I met with the parents of both schools last spring and suggested to them that we move the blind school program to the deaf school and rennovate the building. We could sell the blind school and use the money to establish a trust fund to assist the program. We have a bill this session that would do just that. I am confident that the programs will be better and that we will have a beautiful facility.

073 CHAIR WEBBER: Will there be changes in the curriculum when the schools are combined?

075 PAULUS: No. We're not talking about merging the programs. We plan to maintain two separate programs on the same sight allowing us to merge

the security system, cafeteria system, etc. Over the past few years, we have had too many children coming into schools not ready to learn. We set the stage before Measure 5, to make early intervention a priority. Last session we made a commitment to early childhood development. We now have two councils in the Department: an early childhood council and a 21st century schools council. To me the early childhood issue is our first priority. We have people that can go into the communities and bring people together, identify young families and demonstrate the resources that are available. We've blended Oregon Headstart with the federal Headstart. The review of our budget cut out some of the money for early childhood development. I will be working hard to put that money back in. Talks about industries using in migrant labor and the lack of funds to support ESL programs. I would encourage you to look at ways to expand this program. We have migrant populations all over the state.

175 SEN. CEASE: Can you get some figures on that?

177 PAULUS: Yes. Oregon is now the 10th state in the nation with the largest percentage of its citizen being senior. That means we have more people voting and funding schools who have no connection with the school system. We have bulging elementary schools with needs for more money in ESL. There are ways to get better teacher/student ratios. That's

something we have to address.

213 CHAIR WEBBER: So we need more classrooms?

215 PAULUS: We have to have a smaller teacher/student ratio. I have a committee of elementary school principals advising me on ways to get a

better ratio. It's a very serious issue.

226 SEN. PHILLIPS: Are you planning to come in with Legislative proposals in regard to that subject?

228 PAULUS: Yes. It would ask you for a small amount of money to give to schools to alleviate some of this problem.

236 SEN. PHILLIPS: Are you going to come in with some structural changes or suggestions for what we might be looking at?

245 PAULUS: We have some suggestions with ESDs. I think you should leave the ESDs and HB 3565 intact. We have a good blueprint. We should be

able to achieve the goals.

255 SEN. PHILLIPS: Everything endures change. If you looked into a crystal ball, what do we really need to do?

267 PAULUS: The first priority is early childhood development. One year ago, Kevin Concannon (Director of the Department of Human Resources) and I made a pact to find ways to use money that's already been given for

children and to bring his resources into the school system. Kevin, Dan Simmons and I have been working overtime to do that. That will help solve this problem and alleviate some of the pressures on the teachers. We need to bring these resources in.

310 SEN. PHILLIPS: So you're putting a priority on early intervention and then on the combination of human resources and education. That moves you into an integrated process. Does that give you any structural issues

such as two classifications of workers, unions, etc?

321 PAULUS: No. They're still working for the Department of Human Resources. We are asking them to move onto the school sight. Most

often the parent we are trying to reach is a poor parent, usually a mother. She's more apt to go to a school to get that information than to CSD. In conjunction, we have a bill that will cut the number of ESDs by half. We should expand the role of ESDs. Most ESDs are dealing with these things already.

367 SEN. GOLD: On that subject of the ESDs, there's lots of legislation dealing with the ESDs. It seems to me that it behooves us to devise a

strategy to get all these regional places end up in the same place for coordination. We should somehow coordinate all these efforts.

400 PAULUS: I've had conversations with Concannon and his staff. I think this session has the opportunity to make some sense out of this. I think we can build on this.

433 SEN. GOLD: In terms of strategy, you think we should somehow coordinate all those service areas.

443 PAULUS: It is a major effort but we will be available to you. 454 SEN. CEASE: It seems there was a ten year period without any goals. I'm glad we finally have some.

Tape 4, Side A

020 PAULUS: It has been difficult to change the educational system. For the next few years, we are going to focus on staff development. We are

asking teachers to do different things in different ways. We are also

trying to reach to the talent in the school districts and making them a part of it. We are also merging the Portland assessment system with the state assessment system and taking the best of both worlds. We are

reaching out to the other districts with the assessment specialists; the schools will be assessed better, it will save money and help the districts.

085 SEN. CEASE: On the migrants, are many of those families becoming permanent families?

090 PAULUS: Yes.

091 SEN. CEASE: What kinds of other special problems do those children have?

094 PAULUS: In McMinnville, people tell me there are lots of migrants living in cars. These support problems for needy families are all over the

state. This has not been recognized.

105 CHAIR WEBBER: As the family migrates, what happens to their schooling, their credits? How do they keep up?

107 PAULUS: That's a problem. But there is a national system where all migrant children are kept track of. We are trying to change the way

information is gathered and disseminated.

117 CHAIR WEBBER: Does that child pick up an education plan?

119 PAULUS: No, its not thatsophisticated.

120 SEN. PHILLIPS: Is your department going to give recommendations on issues like distribution formulas and such? 126

PAULUS: The formula you devised last year is a good one.

133 SEN. GOLD: Out of the Joint Interim Revenue Committee we devised a proposal that we decided to enter on the House side.

144 PAULUS: This is a joint effort.

146 SEN. PHILLIPS: The next issue is collective barganing. I've receive some complaints on some local school's committee getting into

employee/employer relations. In the whole array of collective barganing issues, do you have any recommendations?

155 PAULUS: There are more questions that come up from Measure 5 about having the state doing the bargaining for everyone. I think there should be a

general discussion on this subject. I wish the Legislature would get rid of the bumping procedure. The school boards and superintendents want more balance in the bargaining process.

179 SEN. PHILLIPS: The next question deals with funding as relates to collective bargaining. There's a series of things that will happen this

next year. I hear that you wish to be part of the discussion but there are no particular recommendations at this time.

190 PAULUS: No, but I think it should be open to discussion. There's a lot of anxiety about it.

195 SEN. GOLD: The topic is local control vs. state control and how you restrain yourself from being a dictator controlling the money.

202 PAULUS: A sales tax would be a solution to that.

207 SEN. GOLD: Knowing Oregon's history, local control will still be there.

214 PAULUS: I think that's important because because this state is is so geographically diverse. You have to have local control of those

dollars.

231 SEN. PHILLIPS: I think it's realistic to discuss the ramifications that must occur. It's unrealistic to give 70% of the money away and give

someone else the local control. Maybe you should talk about what will happen if you don't get local control.

245 PAULUS: You're less apt to do something if you don't have any control. It's an issue that won't go away.

266 SEN. CEASE: I think it's an issue we will have to work on. It will be useful to look at other states. Do you have any particular ideas how to make the right issue a meaningful one?

291 PAULUS: My impression is that up until ten years ago the schools were not hospitable to parents, volunteers or any intervention. The schools are

working overtime to develop the right committees. Lately, there's been a turn around in the attitude of the school that's been very positive.

The teachers union wants to make the right committees part of the bargaining process; we don't want that.

313 SEN. CEASE: Why don't you want that?

314 PAULUS: That's what I pick up. It sets up a barrier in the school system. The teachers can't do the job unless the parents are actively

involved. We are asking parents to do that and giving them a role in the policy making that affects their children. If they don't want to do that unless it's part of the bargaining process then we don't get the parents in willingly.

338 SEN. CEASE: I haven't heard that issue. It seems the more we can strengthen that, the better.

357 PAULUS: We've hired someone to find ways to get parents involved. The teachers strongly believe that they need more parents participating.

380 JAN BARGEN, COMMITTEE ADMINISTRATOR: How would you describe the Department's roles of assuring equitable opportunities for such children and how to not displace the non-disabled children in order to fund the

disabled ones?

401 PAULUS: You have to start with federal programs for special education, which is the backbone of this. The federal money we received for

special education comes with precise instructions on how to use it.

Over the years, we took the child out of the regular classroom after he had been identified as in need of special education. We are trying to

change the federal law to use that money without restrictions. Even

with those restrictions, we are bending over backwards to be inclusive. The funding part is very complicated. We couldn't make a case over

interim for a state emergency to get more money because the people had

taught parents to make peace with those children. All these things are

wrapped up together.

Tape 3, Side B

043 CHAIR WEBBER: We have a bill in our committee dealing with funding of special education. It's been scheduled next week.

047 PAULUS: I'm trying to point out that there's a different with the metropolitan areas and the rest of the state. That will affect

attitudes on the bill. It's not going to be resolved without more money.

054 BARGEN: On the early childhood priority, what is the Department and state board's advise to the Governor.

060 PAULUS: I don't have the dollar amounts. Generally speaking, the early intervention program took six months to put together. I'm hopeful

you'll keep your committment to those programs and also help restore the parents as teachers in the other programs.

070 BARGEN: Has the Board's budget kept that committment with the early intervention and pre-kindergarten?

071 PAULUS: Yes.

072 CHAIR WEBBER: How do you work with community colleges and higher education to coordinate curriculum so that they're ready to receive the kids you send them? 076 PAULUS: Up until last year, we didn't. It's been a costly result. Now the two boards meet on a regular basis, our staff has frequent meetings. We're working to blend those systems together.

094 CHAIR WEBBER: Are the mechinisms in place to assure that will happen in the future?

095 PAULUS: Yes.

100 ROGER BASSETT, COMMISSIONER OF COMMUNITY COLLEGES: Distributes basic information on community colleges (EXIHIBIT A). Your chief decision

this session will be regarding the capacity community colleges to serves all students locally. The policy issue is whether community colleges can hold to that capacity under pressure to enroll students whose purpose has to do with college transfer. We have a committment to becoming a leader in developing a statewide workforce strategy and a committment to reform. Discusses HB 3565 and the added responsibility on community colleges. We're involved in other state development strategies. Under the notion of capacity, the Governor's budget shifts 17 million dollars of the service level from general fund to the lottery. On the other hand, that 17 million dollars would support a continuing level of committment on the technical side of enrollment. Under the initiative of education reform, HB 3565 gives us the responsibility of providing a profession, technical or associate degree option. Ninety-two percent of the small business developemnt center clients were satisfied with their service and 60% showed a positive

impact on the profits. There is an inevitable shift in control emphasizing the importance of dialogue with you. We must be willing to work as partners. We will be setting performance measures, tracking the percentage who graduate and their success in licensing demands, and will survey employer satisfaction. We will track satisfactory progress of our students after they transfer. Under literacy, we will be tracking the number taking and passing the GED.

289 SEN. PHILLIPS: I would like an analysis of the work force, the general responsibilities, how many actually teaching a class, the ratio of

student to instructors, etc.

302 CHAIR WEBBER: Do you have an automated information system that connects the community colleges?

305 BASSETT: No we do not. We are far from being there. Without it we cannot deliver on the promises we made to you. I don't know when we

will get one.

317 CHAIR WEBBER: Will it be connected to the higher education system and to K-through-12 or is it a horizontal community college system?

323 BASSETT: The initial plan would be to have a community college system. Then we could connect the three separate systems.

337 CHAIR WEBBER: Can one stay at the community college in a rural location (other than the valley) and complete the upper two years?

343 BASSETT: There are some sights that have bacheloreate and graduate degrees. We don't have the general opportunity for that as you're

asking. We don't have the resources to do that.

357 CHAIR WEBBER: At Chemeketa you can complete a degree at some of the four-year colleges. Portland State offers courses in Salem. Why are

they not offering them at the community colleges?

365 BASSETT: It makes sense. What explains the pattern here in Salem is the educational market has the people that would be interested in that.

Generally the participating institution only makes one degree available which is determined by the market.

393 CHAIR WEBBER: Is there any planning to get that kind of degree available in other places?

399 BASSETT: No, but we have an important model in Central Oregon. I think the model doesn't require it to be geographically isolated.

431 SEN. CEASE: In those areas like Central Oregon, those course taken at the upper level, the students pay the fees of those institutions.

444 BASSETT: Yes they do.

445 SEN. CEASE: It seems to me that the more you did this at a lower fee, you'd put higher education out of business. The community colleges are

being more and more financed at the state level.

459 BASSETT: I agree with that. Te large numbers that you see in the college transfer enrollments are in courses that qualify to transfer.

There are not that many students that are bachelaureate transfers. Our records suggest a lower percentage than that.

491 CHAIR WEBBER: There could some possibility for market expansion there.

Tape 4, Side B

034 TOM BARTLETT, CHACELLOR, OREGON STATE SYSTEM OF HIGHER EDUCATION: Distributes background information (EXHIBIT B). Education needs to be

looked at as an interactive process. How do we get beyond the differences in cultures to make it a single interactive process? Do we look at the distribution of resources to the process as a whole and do we look at curriculum as part of a single conception of education? Until we can deal with those critical areas, we will have something beyond our reach. Higher education is in a major transition. Suggests a trimming of programs, mission differentiation becoming more precise and integration as characteristics of the transition process. There is a move to efficiency in the BARC (Board of Administrative Review Committee) process and bringing people in outside higher education, people from the Board, some professional consultant. The question is are we employed in the right fashion. Perptions of duplication is another area we need to deal with. We are well along on integrating several programs. We are shifting costs of education to students. About two-thirds of the budget of higher education is self-generated. We are trying to encourage the development and provision of those services as ways to supplement what the state provides. We are trying to develop performance measures. Higher education is one of the most assessed

activities. But we haven't developed a way to translate those internal assessments into something that will relate outside the campus. The Board members raised the ideas regarding the organization of higher education; that will continue over several months. This is taking place against the prospect of a 40% growth in graduates from high school while we are shrinking higher education. We keep assuming that higher education will be making a critical contribution to that process of student preparation. We need to respond to that assumption.

283 SEN. CEASE: How do you respond to the requests of people as you talk about the relationship between higher education and business?

310 BARTLETT: It seems to me to be self-evident. In spite of the down-sizing, we're making some steps to increase the capacity in

Portland. The charge has to be to expand services in the metropolitan area. It's not going to happen to the degree it needs to happen in the present circumstances. We're not just down-sizing -- a lot is changing.

375 CHAIR WEBBER: The change your talking about, is that driven by the cut-back in the budget or because the market has significantly changed

and shifted? It seems to me, that soon we will have lesser demand and growth, that fewer highschool graduates will be going on to a four year degree. The composition of the students will be different. How are you shifting to make a curriculum, how will you geographically distribute those services?

399 BARTLETT: As I understand it, the numbers don't fit that description. There is an increase in numbers, not more. In addition, we must elevate continueing education and on-the-job training. It's important to

life-long learning.

487 CHAIR WEBBER: Adjourns meeting at 5:00 p.m.

Submitted by:

Reviewed by:

Angela Mu\$iz
Administrator

Jan Barga Assistant

EXHIBIT LOG:

A - Basic Information on Oregon's Community Colleges, Roger Bassett, 14
pgs. B - Background Information on OSSHE, Tom Bartlett, 5 pgs.